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ABSTRACT

An Experience-Based Career Education (EBCE) exemplary project was conducted for three years in four high schools in Greenville County, South Carolina, and then evaluated for this final program report. Guidance and community components made up the program's major strengths. A third component (academic) proved nonessential. The guidance component centered on group sessions to help students integrate self-awareness, decision-making skills, goal setting, and personal values. The community component incorporated six hours per week of career experience per student, wherein students met individually with an adult working in a chosen career area for hands-on experience and information exchange. Students could also follow an internship approach to allow greater familiarization with a chosen career cluster. Strong community support was generated and maintained, and a summer program to acquaint other teachers with EBCE was added in the third year. At program's end, the community job resource bank comprised 189 job sites distributed over nineteen career clusters, making 500 choices available. Indicators of success included these: broad and diverse site selection resulting from and furthering communication between schools and businesses: a county-level decision to refund the program: acceptance by the state board of education of EBCE as a state model that renders participants eligible for academic credit: the large number of students who found part-time and summer employment with EBCE help: parent and student positive comments: and a high proportion (81%) of graduates employed or indicating further educational commitment to careers they explored during EBCE. (CP)

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FINAL REPORT
(October 1, 1976 to July 30, 1979)

Project No. 502-AH6-0050
Grant No. 604-76-03004 Part D

EXPERIENCE-BASED CAREER EDUCATION
High School Level Demonstration Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

J.L. Mann High School
School District of Greenville County
Dr. William Stubbs, Project Director
Alice Badenoch, Project Coordinator
July, 1979

CE 022 873

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REPORT SUMMARY

Time Period:

This final report covers the time period of October 1, 1976, through July 30, 1979. Since this is essentially the funding period and quarterly and interim reports have been submitted with regularity during the funding period, much of the data contained herein has been previously documented. Additional or current documentation is included in the Appendix.

The goal of this project has been to develop and demonstrate an Experience-Based Career Education (EBCE) program designed to (1) meet student needs and (2) be feasible as an ongoing District program.

Measurable programmatic objectives throughout the time period have been as follows with two exceptions. First, in addition to those student objectives included in the original proposal, a student objective relating to job placement was added: "Students in participating schools will demonstrate increased skill in obtaining paying part-time or summer jobs." Second, item two in student objectives was deleted in the third program year. This deletion is discussed as procedures are hereinafter outlined.

Students in the program will.....

1. Increase knowledge of careers
2. Achieve in basic skills
3. Experience positive gains in attitude toward self
4. Experience positive gains in attitudes toward learning environments.

Parents of students will show positive attitudes toward the learning environment.

Meaningful lines of communication between school and local business community will be developed by the EBCE staff.

Procedures:

As initially conceived, the program was a replication of the Research for Better Schools (RBS) model of EBCE. At this point in time the program adhered to procedures outlined in the proposal.

During the second funding year, 1977-78, the Staff and the Evaluation Team became increasingly aware of a need for program modifications if student objectives were to be met and if a feasible on-going program design were to be constructed for this District. In the summer of 1978, a transference model incorporating needed modifications was accepted by Dr. Joyce Cook, O.E., and Ms. Ellen Lyles, O.E., after a presentation in the Office of Education in Washington by EBCE Staff and Evaluation Team.

During the 1978-79 year, this transference model, hereinafter designated the Greenville EBCE Program, was then implemented in a total of three high schools in this District, with a fourth high school prepared to implement in September, 1979.

At a May, 1979, work session, the Board of Trustees of the School District of Greenville County, by voice vote, recommended local funding of the Greenville EBCE program for the 1979-80 school year in the amount of $59,950. The voice vote is considered tantamount to acceptance at the official June meeting of the Board of Trustees, and plans are underway to operate the Greenville EBCE Program in the four high schools in question. The budgeted amount will maintain the programs already implemented; it will not provide funds to transfer the Greenville EBCE plan to any of the other eleven high schools in the District or for ongoing dissemination outside the local District. The District Career Education Consultant is making plans for continued dissemination in this locale.

Results and Accomplishments:

Many indicators point toward achievement of goals and programmatic objectives. These indicators are discussed in detail in the formal outside evaluation.

A total of 207 students have participated in EBCE during the reporting period: some for one semester, some for two. Of this total, 60.4% (125) have since graduated, the balance of 39.6% either no longer enrolled in the participating schools or remaining enrolled as undergraduates. 81.5% (102) of those students having since graduated are known to be employed or making post-secondary educational commitments toward careers in areas they specifically explored while enrolled in EBCE.

A preponderance of students enrolled in EBCE have indicated in each year's evaluation that they are stimulated by the experiential approach to learning and would take EBCE if they had it to do over again.

Over eighty students in the three participating high schools, 1978-79, reported back to EBCE staff that they obtained part-time or summer jobs with the aid of EBCE guidance.

The fifteen clusters offered to students draw upon the resources of more than 140 Greenville businesses, agencies, and industries. If an average of five employees per site were involved, then 490 community teachers would have worked with EBCE students during the 1978-79 year. Actually, the number must be greater than 490. In the Greenville Hospital System, employees in more than eighteen different departments are available to "teach" EBCE students.

Such a broad and diverse site selection indicates the development of meaningful lines of communication between the school and the local business community.

A broad range of dissemination activities has made the project an effective demonstration of the EBCE concept.

The Staff has developed a mini-unit directed toward career awareness. This unit will be incorporated into the social studies curriculum at J.L. Mann High School in the fall, 1979, and will be available to other schools in this District as part of the ongoing dissemination plans of the District Consultant.

The Staff has also cooperated in the development of career education programs for middle schools, gifted and talented, and slow learners, and worked closely with the individuals involved in their implementation.

Staff person participated co-jointly with the National Alliance of Business and Furman University in the development of a summer EBCE program for thirty local teachers. Two EBCE staff persons will assist in directing the guidance component of this summer program. It is anticipated that the program will be an ongoing venture.

As previously indicated, a local transference plan, the Greenville EBCE Program, is in the process of implementation in four District high schools and is to be funded locally in the 1979-80 school year.

The South Carolina State Department of Education has accepted the Greenville EBCE Program as a state model for the purposes of awarding elective credit in experiential career education. At the request of the above department, a process descriptor has been written to insure state-wide program standards.

EBCE staff persons were appointed to the State level committee which developed the South Carolina State Plan for Career Education.

Staff persons have made numerous presentations to educators and laymen, and participated in workshops at the local, state, and national level.

Publicity has included a monthly program newsletter and other District publications distributed locally and state-wide, local newspaper features, local and state-wide TV, and reference in one national professional magazine.

Evaluation Summary

The J. L. Mann EBCE project consisted of a fall, 1976, preparation semester and a spring, 1977, initial tryout, following the RBS model. This first year was characterized by start-up problems, many of which were due to a late funding date and resulting staff problems. The second year was a stabilizing and growth year that was reasonably free from the initial year's contract and staff problems. During this second year, the plans for a locally supportable EBCE model were devised. The third year was a transition from the expensive federal project to the "transference plan" which was a transportable EBCE program reasonably supported by local funds. In all three years, the program was staffed by strong, hardworking leaders who clearly saw their goal as developing a reasonable, continuing program. Our major findings are listed below.

1. The EBCE Project at J. L. Mann High School demonstrated a transportable EBCE plan that is feasible in Greenville County and the state of South Carolina and similar educational systems.

2. The program was implemented in two new schools during the last semester of the project period.

3. The county will continue the program in four schools after the federal support ceases.

4. The State has approved the program for use in the state.

5. The staff from the project were active in organizing and will participate in an EBCE program for teachers to be held during the summer of 1979 with the cooperation of Furman University. These teachers will receive academic credit from Furman.

6. The students who participated in the EBCE experience responded very favorably to the program and the opportunity to explore careers in the community. They generally regarded the experience as more valuable than any other school activity.

7. The parents of children in the program were very favorable in their response to the program, often giving dynamic testimonies of how their children had matured as the result of these experiences. The project coordinator cites Eastside parents, especially, for selling EBCE to the school board.

8. The business/industry/community resource people who worked with these EBCE students responded very positively to the program and the students who participated in the program.

9. The EBCE program received consistent favorable review by professional educators, federal and state officials, and community representatives who visited and observed the program in operation.

10. The dissemination and transference goals of the project would have been greatly enhanced with at least one additional year of limited support from state or federal sources. This fourth year could be used to field test the ability of new sites to install EBCE with the materials prepared at Mann and without extensive consulting help.

11. The initial EBCE proposal objectives were modified after each year of experience in an attempt to devise a program that was transferable on local funds. As a result, the initial academic components were replaced with a simple blocking procedure of scheduling English days alternately with community experience and guidance activities.

12. At the end of the third year, the community resource bank consisted of 189 job sites distributed over 19 career clusters. Each student has about 500 choices available.

13. The site monitoring plan involving all EBCE staff is an excellent aspect of the program.

14. Throughout the three year period, all staff and administrators were quite open and cooperative with the evaluators and quite receptive to suggestions and criticisms.

Conclusions, Implications, and Recommendations for the Future:

The Greenville EBCE Program, as it has evolved during the time period in question, integrates only the guidance and community components of the original RBS-EBCE concept. During the second funding year, it became apparent to Staff and Evaluation Team that these two components were the major strengths in terms of this community.

The guidance component is structured around group sessions designed to help students assimilate their community experiences so that they can move toward career commitments. The guidance sessions provide self-awareness, career facts, decision-making skills, and goal-setting orientation. The EBCE Staff and Evaluation Team concludes that without a strong guidance component, the program would be far less successful in integrating career knowledge with personal attitudes and values.

The community component is structured around six hours per week of community career experiences for each student. The student, after orientation, selects a cluster career area to explore. After passing a minimum proficiency test on factual data about careers in the given cluster, the student is scheduled on a one-to-one basis with an adult successfully employed in the cluster. During a nine-week period the student may be scheduled for experiences with three or four differing jobs. While with his community teacher, the student participates in hands-on activities of a real or simulated nature, observes, and in general talks and relates with the community volunteer. The student, if he chooses, may explore two cluster areas in one semester; if seriously considering a career commitment in a given cluster, the student may choose to intern, to spend a more in-depth period with one job.

The community component has been strongly endorsed by participating students, their parents, and the Greenville business community. The support and assistance of parents and community persons may well be the major outcome of the Greenville EBCE Program. In fact, one can conclude that it is this endorsement which persuaded the Board of Trustees to provide ongoing local funding for 1979-80 in the amount of $59,950.

The individualized academic component did not prove to be an essential program ingredient. While some students responded well to individualized academics, others, lacking maturity, failed to adequately pace themselves. The teachers, faced with teaching a variety of course levels to students with widely varying abilities, found themselves ultimately drained. Under these circumstances, the high cost factor of the academic component could not be justified.

Eliminating the academic component made the Greenville EBCE Program fit more readily into the traditional scheduling pattern found in the School District of Greenville County. The EBCE Program is now scheduled so that while the 11th grade EBCE student is exploring careers in the community, the 12th grade EBCE student is taking his English, and on alternate days these schedules are reversed. Since EBCE students are drawn from a broad range of abilities, this scheduling calls for modified individualization, but not the prescriptive approach utilized in the original academic component.

School transportation of students to their community sites was also deleted from the Greenville EBCE Plan in order to keep costs feasible for local funding. Students appear to be finding personal means of transportation. Public transportation is not available.

Several factors will have strong bearing on the future of the Greenville EBCE Program in this District.

Strong community support of the Program will need to be retained if the Board is to continue local funding in future years. Even with deletion of the academic component, per pupil cost runs higher for EBCE than for a basic academic course such as English or mathematics. The 1979-80 Staff will be challenged to retain this support.

Moreover, the local funding does not cover costs of implementation in the additional eleven high schools in the District. It is thus with a measure of frustration that the existing, intact staff views the termination of federal funding. It would appear appropriate for the U.S. Office of Education to extend the funding period for purposes of additional implementation in a district where project goals have been met and a commitment of ongoing local funding has been made.

The 1979 summer teachers' program of EBCE, sponsored co-jointly by the District, the National Alliance of Business, and Furman University, may also prove to be a major outcome of the Greenville project. In this program, thirty teachers will receive entry level pay for community job experiences four days per week, and will receive elective graduate credit for the guidance component one day per week. The summer program will supply the District with an initial network of teachers familiar with the EBCE concept. It will also involve the business community more deeply in the educational system. If this program becomes ongoing, the District will gain a cadre of teachers able to integrate and promote the concepts of experiential career education. It is recommended that the U.S. Office of Education may wish to evaluate the outcomes of this summer program since teacher training is needed before the concepts of career education may expand.

Dissemination activities have made the Greenville EBCE Program extremely visible in the political and educational systems in South Carolina. One can conclude that the project has had impact on the State curriculum goals and that other districts in South Carolina may adopt comparable programs.

Again, the present staff is faced with a degree of frustration with termination of federal funding, inasmuch as dissemination activities conclude even as the District has a locally-funded program worthy of demonstration. To extend the funding period for demonstration purposes would seem in the best interests of the U.S. Office of Education.

BODY OF REPORT

Statement of Need:

The Career Education movement, nationally, has had its origins in a speech by Sidney P. Marland, then U.S. Commissioner of Education, before the 1976 convention of the National Association of Secondary School Principals. Since this meeting, the rationale for career education has been expounded upon philosophically by various leaders in education: Conant, Tyler, and Hoyt, for example.

The true underlying need has been better revealed by statistical reports such as the First National Assessment of Career and Occupational Development in 1973-74. The major C.O.D. areas assessed have been (1) command of basic skills; (2) knowledge about jobs; (3) career decision-making skills and knowledge. These findings are now benchmarks against which the impact of programs currently funded may be measurable in the report assessment planned for 1970-80.

The emphasis on Experiential Career Education was articulated by Eugene L. Dorr, Associate Director for the State Board for Community Colleges of Arizona, in an address on February 23, 1977. Mr. Dorr cited current youth unemployment as one of the most sensitive and explosive issues facing us nationally. He challenged education to properly prepare youths for adulthood by developing educational activities which tie in the community with the education process and product. He suggested that experiential career education not only benefits the student approaching adulthood, but also generates communication within the community so that decision makers at all levels understand and support the needs of career education.

The rationale for career education in the State of South Carolina has been based on findings revealed through various needs assessments and attitude inventories conducted in this state. The most recent of these assessments is contained in the State Plan for Career Education presented to the State Board of Education on September 8, 1978.

This Plan, which is on file with the State Department of Education, points to the rapid increase in population being experienced in this state because of an industrial growth which is changing the technological composition of the state's employment. This growth impacts on the educational system. It calls upon educators to prepare their students for productive and personally rewarding lives through programs which are relevant and transferable to the world of work.

According to the Plan, the vast majority of the South Carolina public sees the ultimate justification for education as being both practical in terms of economics and oriented toward the future success of the child. South Carolina students also indicate a desire for practical and realistic career education activities. The twelve goals contained in the Plan reflect these needs.

The philosophy of the South Carolina Department of Education has reflected that espoused by the U.S. Office of Education in P.L. 93-380 and P.L. 94,482,

maintaining that career education can provide the focus for bringing together the often divergent educational activities into a flexible process for continuous learning uniquely fitted to the individual and societal changes; in other words, career education can be a vehicle to promote a climate of educational purpose in the school.

Just as the State of South Carolina has reflected the needs identified nationally for experiential career education, so the School District of Greenville County has reflected state needs.

The local need has been documented in the original proposal, Greenville County being described as in transition from rural to urban, with a high percentage of its adult population (both male and female) underemployed and poorly prepared for the more highly skilled jobs created by new industry.

The School District of Greenville County has recognized the need, locally, to broaden occupational aspirations of all students. In August of 1973, the Board of Trustees adopted a Five Year Plan which states: "By 1978-79, all students will become acquainted with the world of work in a career field of their choice. Concomitant with this goal is the preparation for a life of personal fulfillment and appreciation for the dignity of work."

J.L. Mann High School, one of fifteen in the District, has been representative in terms of need. In addition, J.L. Mann faculty and staff have been dedicated to develop a curriculum designed to meet student needs--including the Experience-Based Career Education program.

The Greenville EBCE program has been developed to address these dual needs: (1) to more adequately prepare youth for adulthood; and (2) to generate communication which develops increased public understanding and support for the educational system. In developing the Greenville EBCE program, the EBCE staff has placed particular emphasis on the needs of a county in its transition from rural to urban.

Programmatic needs during the first year of operation emphasized staff development and school/community awareness. A nucleus of 33 students participated in the first year program.

Second year needs emphasized (1) strengthening the staff, (2) refining the individualized instruction, (3) strengthening the guidance component, (4) enlarging the community component, and (5) adapting the physical facilities to program needs.

Inservice and staff changes brought about a more committed staff and a sophisticated individualized instructional program. However, the individualized instruction was later deleted from the Greenville EBCE Program in recognition of a mixed student response, the excessive teaching demands, and the ongoing factor in terms of the necessary teacher training and low teacher/pupil ratio.

The guidance component was strengthened with the addition of a full-time guidance person. Community offerings were enlarged to fifteen clusters with approximately 90 participating businesses, agencies, and industries. The District completed remodeling and furnishing the EBCE facilities, using local funds for this purpose.

The need to include job placement as an EBCE component was recognized and approximately 100 students were assisted in sucessfully locating part-time or summer jobs.

Third year needs emphasized (1) development of a feasible ongoing transference model, the Greenville EBCE Program, (2) implementation of the Greenville EBCE Program in additional schools, (3) local institutionalization of the EBCE concept when federal funding terminates, and (4) dissemination of the EBCE concept.

The Greenville EBCE Plan was formulated and approved by the U.S. Office of Education during the summer prior to the 1978-79 school year. It was partially implemented at J.L. Mann during the first semester and totally implemented at Mann, Eastside, and Wade Hampton High Schools during the second semester. Implementation followed extensive first-semester inservice at the two schools new to the concept. Inservice for a fourth high school, Woodmont, was completed during the second semester in preparation for implementation in the Fall, 1979.

At the request of the South Carolina State Department of Education, EBCE staff has written a process descriptor of the Greenville EBCE Plan. The South Carolina State Department, for the first time, authorized career education credit, using the process descriptor as a standard for credit in South Carolina.

Institutionalization after termination of federal funding has been effected in this District with the local funding of the Greenville EBCE Plan in four high schools in the 1979-80 school year. This local funding, in the amount of $59,950, will maintain the existing programs. Tentative plans are being formulated by the District Career Education Coordinator to continue dissemination of the concept in the eleven additional District high schools.

To meet the needs of the expanded program, additional sites were developed. Approximately 140 businesses, industries, and agencies presently cooperate, providing over 350 differing jobs in fifteen clusters. In any EBCE program site development is an ongoing process.

The job placement component was retained in 1978-79. The EBCE manager in each of the three high schools developed strong CETA linkages. Over 80 students reported back that they had obtained summer or part-time jobs with the aid of EBCE guidance. This figure does not include students assigned to the 14-15-year-old CETA summer program.

The EBCE staff responded to the need for dissemination with numerous activities which are outlined in the section "Results and Accomplishments." Dissemination reached local, state, and national levels and included extensive communication with other educators and with students, parents, business people, and political leaders.

Goals and Objectives:

The specific goals and objectives of this program as outlined in the original proposal were as follows:

I. Students in this program will ...

A. Increase their career knowledge
B. Increase their achievement in basic skills
C. Experience positive gains in attitudes toward learning environments, in terms of both school and occupational sites
D. Experience positive gains in attitude and self

II. Parents of students will show positive attitudes toward the learning environment.

III. Program staff will develop meaningful lines of communication between J.L. Mann High School and businesses, agencies, and other community resources.

Two specific changes were made in these goals and objectives during the time period in question.

First, in addition to those student objectives listed above, a student objective relating to job placement was added: "Students in participating schools will demonstrate increased skill in obtaining paying part-time or summer jobs." Second, item two in student objectives was deleted in the third program year. This deletion is discussed in the General Program Design hereinafter outlined.

All of the above goals and objectives have been evaluated during the time period with one exception: Since the academic objective was deleted for the 1978-79 school year, academic progress of students was not measured. It can be inferred, however, that if the EBCE program achieves the remaining student objectives, participating students will find long-range motivation for academic achievement.

Programs in the transference schools have been evaluated.

General Program Design:

The general program design, as outlined in the original proposal, was a replication of the Research for Better Schools (RBS) model. This program design was followed in the first two years of operation.

As previously indicated, program design was extensively modified prior to the third year of operation, in order to more effectively meet student and District needs. This modified program, the Greenville EBCE Program, was approved by Dr. Joyce Cook, U.S.O.E., and Ms. Ellen Lyles, U.S.O.E., after presentation by the EBCE staff and outside evaluator at a conference in Washington on June 28, 1978.

Education Evaluation Services, Inc., was subcontracted as third party evaluator on October 15, 1975, and has been retained in this capacity throughout

the time period. The Evaluator has provided constructive input to strengthen program delivery, including input into formulation of the Greenville EBCE Program. The Evaluator has maintained close monitoring of all program components as they relate to goals and objectives. Evaluator has assured that the program has operated free of sex bias. Students have been pre- and post-tested; parents and community resource persons have had personal contact.

The program was initially open for enrollment to all students in the 10th, 11th, and 12th grades. The Greenville EBCE model limits the program primarily to 11th and 12th grade students. This change was effected for two reasons: First, because of lack of maturity, 10th grade students often did not respond as positively to the EBCE experience as their older peers. Some 10th grade students indicated to the Evaluator that, with hindsight, they would have benefited more from the EBCE experience in the 11th or 12th grades. Second, students now provide personal transportation into the community, and this is more readily available to the older student.

A total of 207 students have been enrolled in the program in the time period: some for one semester, others for two. The student population has reflected local demography in terms of black to white ratio, with 52 black and 155 white students enrolled.

In terms of male/female ratio, 94 males have been enrolled in contrast to 113 females. The EBCE staff hopes that this ratio indicates that the program has reached out to meet the special needs of today's female students.

Student ability ranges appear to have reflected the total school population with perhaps a slightly disproportionate share of talented students enrolled. It can be inferred that the area vocational schools are meeting some of the needs of the low average and average student and that the program has reached out to meet the special career needs, not previously addressed in the District, of the talented students.

Fifteen clusters have been made available within the community component. These clusters cover almost the total spectrum of careers available in the community. During the 1978-79 year, several major corporations which had previously been reluctant to participate, opened their doors to EBCE students. The participation of these corporations, including Southern Bell Telephone, Dan River and Bigelow Mills, is an indication of community acceptance and institutionalization.

Internship specializations have been offered to those students requesting same. However, the majority of students enrolled requests Exploration.

Within the framework of the Greenville EBCE Plan, students have spent a total of six hours per week (two afternoons) in the working community. Each student is paired on almost a one-to-one basis with a successfully employed adult in the career area of the student's choice.

Prior to choosing a career cluster, students have received intensive group counseling to insure meaningful Exploration; and they have passed, with a minimum proficiency, a test based on cluster reading.

During the weeks of actual Exploration, students have continued to receive one hour per week of group guidance, and at the termination of each Exploration, students are guided toward personal assessment of their community experiences. Close monitoring of students in the community is maintained.

Students have been encouraged to broaden their occupational aspirations and, at the same time, they have been led to an awareness of the commitment needed for success in a career area. In guidance sessions, students have been provided the opportunity to examine personal values, to integrate career knowledge, to study techniques of decision-making. Simulation, role playing, and exchange of ideas between peers have been techniques used to lead students toward formulation of realistic career goals.

Students have been guided toward site exploration without regard for traditional ethnic or sex-role stereotypes, and participating employers have been counseled relative to Title IX. Group guidance sessions have been devoted to this issue, with successful role models addressing the group. Together with an EBCE staff person, a number of female students with demonstrated mathematical ability participated this past year in a local program designed to encourage female interest in engineering careers. A directory of local persons employed in non-traditional roles has been maintained.

This structured guidance process has led many students toward wise Exploration choices and worthwhile assimilation of career experiences.

Many students appear to have made career commitments as an outgrowth of EBCE participation. Of the 125 EBCE students graduating within the time period, 81.5% have indicated either that they were employed in a career area explored in EBCE or that they had made post-secondary educational commitments toward career areas they explored while in EBCE.

During the first two years of program operation, students received elective social studies credit for program participation. With acceptance of the Greenville EBCE Program by the South Carolina State Department of Education, students in the third program year have received elective credit in career education for the Exploration Phase. Students enrolling for Internship Specialization receive credit in the department most closely allied with the career area and work under an independent study contract over the signature of a department head.

A Community Advisory Committee worked closely with the EBCE staff during the formulative period. At the beginning of the third year, it was mutually agreed that this committee had served its purpose, at least for the moment. Former committee members have remained in active contact with the Community Resource Coordinator who was, this past year, also the chairman of the state-mandated Community Advisory Committee for J.L. Mann High School.

Results and Accomplishments:

During the three-year time period, a distinctive program has been developed to meet student and District needs--the Greenville EBCE Program.

Evaluation has demonstrated that students benefit from program participation. Students have indicated that they have made career commitments based on EBCE participation. Job placement has been added as a student objective, with CETA linkages for low income students.

Parents have endorsed the program and, in fact, supported its inclusion in the local school budget.

Community businesses have demonstrated program endorsement by continued and expanded cooperation. Over 140 local firms presently open their doors to EBCE students. Such a broad and diverse site selection indicates meaningful lines of communication between school and community have been established.

The Board of Trustees of the School District of Greenville County has committed $59,950 to maintain the Greenville EBCE Program in four local schools after termination of external funding.

The South Carolina State Department of Education has accepted the Greenville EBCE Program as an official State model and is utilizing a descriptor prepared by the EBCE staff to maintain state-wide accreditation standards for experiential career education.

A broad range of dissemination activities has made the project an effective demonstration of the EBCE concept.

For example, the staff has developed a mini-unit directed toward career awareness. This unit will be incorporated into the social studies curriculum at J.L. Mann High School in the Fall, 1979, and will be available to other schools in this District as a part of the ongoing dissemination process in the District.

The staff has participated in numerous local workshops and cooperated in the local development of career education programs for middle schools, gifted and talented, and slow learners.

Staff persons participated co-jointly with the National Alliance of Business and Furman University in the development of a Summer, 1979, EBCE program for thirty local teachers. Two EBCE staff persons will assist in directing the guidance component of this summer program. Teachers will be paid for four days per week work experience with local firms, and they will receive three hours of elective graduate credit for one day per week academic work at Furman University. A cross-section of the local business community is providing input into this program which, it is hoped, will become ongoing.

Staff has also participated in dissemination activities at state and national levels.

Two staff persons were appointed to the State-level committee which developed the South Carolina State Plan for Career Education. One of these individuals was chairman of the writing sub-committee.

A detailed presentation of the Greenville EBCE Program was made in the Spring, 1979, at a staff meeting of the South Carolina State Department

of Vocational Education. A statewide presentation of the EBCE concept was made before the above-mentioned State committee and also at a statewide career education conference.

Numerous educators from other districts have visited the Greenville project: Aiken, Greenwood, Charleston, and Lexington, and several of these districts are currently incorporating the EBCE concept into their curriculum.

Linkage agencies such as CETA, the Charleston Education-Work Council, Appalachia C.O.G., and Vocational Rehabilitation have visited the project.

EBCE staff persons from Highpoint, North Carolina, and Mobile, Alabama, visited the project and the Greenville Coordinator participated in yearly evaluations at those locations. EBCE Coordinator served as a consultant to the Florida EBCE project in the Spring, 1979.

In the Fall, 1978, the Coordinator participated in an Education/Work consortium sponsored by the National Manpower Institute, and received recognition in a national publication for her input.

In addition to personal contact, mailings have been made and numerous questionnaires completed. A monthly newsletter has been circulated regularly to students, parents, community participants, and educators locally and elsewhere.

Publicity has included said newsletter, and articles in other in-house publications, local newspaper features, local and statewide TV features, and the above-mentioned reference in a national professional magazine.

EVALUATION REPORT

September 20, 1976 to June 30, 1979

THIRD PARTY EVALUATION REPORT

ON

J. L. MANN'S EXPERIENCE-BASED CAREER EDUCATION PROJECT

W. L. Bashaw, Paul L. Wood, and P. L. Dwinell
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Educational Evaluation Services, Inc. (EESI)

Educational Evaluation Services, Inc. (hereafter called EESI) is a Georgia corporation, incorporated in 1969, for the primary purpose of conducting evaluations of public school projects. It is located in Athens, Georgia, the home of the University of Georgia. Its staff and consultants are usually University of Georgia faculty. Thus, the corporation has a large base of personnel who are available for assistance in any problem area.

EESI is not a part of the Greenville, South Carolina, school system. EESI has not previously been used by the Greenville, South Carolina, school system. Its President, W. L. Bashaw, has been used as a consultant on a limited basis. This personal consulting did not exceed ten days total in the three years prior to this project.

EESI is not involved in the operation or implementation of the Greenville EBCE project. We provide no materials. We provide no consulting on project activities, other than advisement on problem areas uncovered by our investigations. Timely feedback and advisement on potential project problems are integral components of our evaluation concept.

No persons associated with the Greenville School District or with Research for Better Schools have participated in the writing, previewing, or editing of this document.

The primary EESI staff participating in this evaluation were W. L. Bashaw, Paul L. Wood, and P L. Dwinell.

Evaluation

Introduction

The evaluation plan evolved over the three year period. The initial year's data involved only the spring semester, 1977, and was seen largely as part of the general program initial tryout. The evaluation from that semester is not emphasized in this report. The second year was characterized by a full evaluation of J. L. Mann's EBCE program and involved comparison groups at Mann (Mann Control) and an out-of-Mann comparison (Riverside High). In the third year, it was decided that adequate comparison data existed and no more were gathered after fall, 1978, testing. That is, we had data on non-EBCE in-Mann and out-of-Mann at all time periods of interest.

The third year of the J. L. Mann project was a transition year. That is, the concern was the transition from a federally supported project to a viable, institutionalized feature of the regular school program. It was apparent in the first year that the Mann EBCE project was quite expensive. The staff in the second year spent considerable effort in planning a "transference plan" for transferring the desirable features of EBCE into regular school programs with regular local funding. In the third year, the first semester activities involved prepartion for initiating EBCE in two new schools and modifying the J. L. Mann program. Thus, the first semester was used to prepare three sites (including J. L. Mann) to try out EBCE under the transference plan. (In addition, J. L. Mann conducted the EBCE program concurrently with this transference activity.)

The second semester consisted of a try-out of the transference plan. J. L. Mann was one site, while totally new sites were established in Eastside and Wade Hampton High Schools.

The goal of the third year evaluation was to provide evidence of the feasibility and success of the transference plan and to provide data for any necessary modifications. It is the evaluators' belief that the transference plan is a good one and that adequate staff training, community development, and facilities preparation were accomplished to give the transference plan a good trial.

Moreover, it is our judgment that the three year process was sound. That is, it was appropriate to start out with a major effort in training, staffing, recruitment, site development, instruction, and guidance activities in order to assure reasonable success, allow the experimental project at Mann to stabilize, and then to tailor the project to local funding restrictions by eliminating features that were not essential. Moreover, it appears to be essential to identify new staff early, to prepare them, and to have a well-developed bank of community experiences ready to use prior to enrolling students.

The three year process as utilized in this project appears to the evaluators as a logical model which leads to implementation of the program beyond the initial funding site, an objective not often achieved with funded projects.

Therefore, this report is divided into three sections. The first is an evaluation of the fall, 1978, semester, which is a continuation of those procedures used in the full preceding year. The second section is a report of the evaluation of the transference plan, i.e., of the final semester of the project. The third section is a summary of evaluations over the three year period.

The critical part of this chapter is the analysis of the final semester. The transference plan, its acceptance by the Greenville Public School System and by the State Department of Education of South Carolina, and its promised implementation in new schools in the 1979-1980 school year are the major outcomes of the project.

The Mann data, during this final semester, is somewhat contaminated by the presence of students who were enrolled in EBCE for the full year (14 students), and, therefore, are not really part of the transference tryout. Moreover, the staff was at that time highly experienced, and, therefore, also not really part of the transference tryout. Thus, the data from the two schools new to EBCE at that time -- Eastside High and Wade Hampton High -- are the data sets of primary interest for evaluating the transference plan. It is clear that the three schools were not similar in student make-up. Eastside consists predominently of college bound students and its EBCE program included no black students. The other two schools have more representative student bodies. However, it was appropriate that the transference plan was tried out in dissimilar schools.

Evaluation Problems

In regard to the third year evaluation, there did exist some serious problems. The obvious problem was a decline in some test scores, specifically the career knowledge achievement scores, that was due to students who did not take the tests seriously. This problem was apparent at all schools, but most noticeably at Wade Hampton. It was clear from data of students who performed at reasonable levels on pre-tests, but were below guessing levels on posttests. Also, there were papers with patterned responses. These papers were not deleted from the analyses, but the reader must consider this as the major cause of score declines. Evidently, there was a serious failure to communicate the need to work hard on the test instruments.

We also had a personnel problem. Data gathering in previous years was handled partly by the County Central Office. It was expected that the Mann staff would include in the third year a person who would have evaluation responsibilities to include supervising testing and doing some limited tallying of responses of survey data. The purpose of this staff person was to add greater control to data gathering and to increase the speed with which program personnel received feedback. Also, we expected to leave in the community a person with some limited evaluation experience. However, this staff person did not materialize. Some of our data problems could have been eliminated with this person.

Objectives and Measurement

There were also evolving changes in objectives. Initially, the Mann project was a demonstration of the RBS model for EBCE. The original conception of the EBCE project at J. L. Mann High School included three academic components, The purposes of which were to provide integrated academic activities and to provide a vehicle for the non-standard scheduling of out-of-school activities.

The integration of career education into academics is seen as a total-school curriculum modification. As total school curricula become increasingly modified to involve career development and career education, the need for special career education academic programs decreases. Thus, the transference plan calls for regular classroom units to be scheduled concurrently with EBCE activities such that there are adequate time blocks for on-site experiences and yet academic units can be taught normally by regular teachers. By scheduling EBCE site activities in the afternoon, these activities, English classes, and guidance activities can all be scheduled in afternoon blocks on different days with a minimum of scheduling problems.

The transference model does not include academic objectives (except in individual cases in which individual learning plans provide for academic credit attainment). Since we were attempting to evaluate the transference plan, academic objectives were deleted as irrelevant.

There remained three general student objectives. The first was the achievement of career knowledge. This was assessed by the California Test Bureau's Career Maturity Inventory (CMI) Competence test, which has five subtests: Knowing Yourself, Knowing About Jobs, Choosing a Job, Looking Ahead, and What Should They Do? CMI is highly verbal, almost a reading test. However, we did not get negative feedback from students as to its use, and continued to use it throughout the project.

The second objective concerned student attitudes. This was assessed by the Attitude scale of the CMI and the following scales on the Research for Better School's Student Attitude Survey (SAS): Education in General, Curriculum, Resources, Counseling, and Careers.

The third student objective concerned self concept. This was assessed with the SAS scales for Self Concept and Others Concept.

In addition to these tests, periodic surveys and interviews were conducted with students, parents and employers. These data were useful largely for formative purposes.

There were also project objectives other than student objectives. These concerned dissemination, curriculum development, and community development. In these areas EBCE has had its primary successes. Relevant to these objectives is the successful formulation, approval, and implementation of the transference plan. This is addressed fully in this chapter.

Evaluation of Fall Semester 1978

Introduction

The fall semester of the EBCE project's third year was focused on preparation for the tryout of the transference plan during the last semester of the project, while maintaining the on-going EBCE program at Mann. The evaluation reviewed all facets of the transference plan and continued the collection of evaluation data or the ongoing program with one notable exception. The election of academic testing was based on the decision of project staff to delete academic objectives. The reasons for this change in objectives were presented above. Any involvement with academic instruction during the third year was done only as a scheduling convenience. No academic teachers were funded federally.

Project Management

The evaluators reviewed the management process involved in the transference plan. The process of student placement, including information provided to the student and the community resource person, appeared excellent. The system of monitoring student placement, including a central "on-site" location chart and staff observation of on-site experience, was commendable.

The acceptance of the EBCE program by the principals of Eastside and Wade Hampton High Schools, as demonstrated to the evaluators by interviews, was a positive endorsement for the EBCE program.

The utilization of Mann EBCE students in the process of orientation and recruitment of students in the new high schools also appeared to be very effective.

The training of new staff, including orientation conferences with the EBCE guidance staff at Mann where project material could be reviewed, was observed and reviewed favorably by the evaluators.

We were somewhat concerned with the type of students targeted in the two new schools as representing only limited range of potential (primarily college-bound) EBCE students. The tryout of the transference plan with a predominantly non-college-bound group would provide an interesting contrast.

The new transportation plan required the student to obtain personal transportation. The staff had obtained parental permissions and assured adequate insurance for this

transportation mode. Bussing was seen as too expensive to continue on local funds. However, the restriction of students to those with transportation does limit enrollments somewhat. There does need to be provision for students who cannot afford or find personal transportation.

Student Objective I: Career Knowledge

The California Test Bureau's Career Maturity Inventory (CMI) was administered to three groups during the first two weeks of the 1978-1979 school year. Table 1 presents the summary information. The data are presented as part scores for each of the six sections of the test. The means (X), standard deviations (SD), and number of respondents (N) are shown for the Mann and Riverside comparison groups along with the first semester EBCE students.

A one-way analysis of variance was used to compare the three groups on each of the six part scores. There were no significant differences among the groups except for the Attitude Scale for which the Mann comparison group was significantly different from the Riverside comparison group. However, the EBCE group was not significantly different from either of these. The results are reported in Table 2.

To summarize the CMI data, there is no indication of significant differences in the pretest results. The data obtained is very much in line with the data for the fall of 1977 with this year's EBCE group slightly below last year's beginning performance.

Table 3 presents post test CMI scores given in January to students in the EBCE program at Mann. A significant positive change was demonstrated on the attitude score with other scores remaining consistent with the September scores given in Table 1.

Responses to questions concerning self-report of career goal attainment are summarized in Table 4. On a four-point scale, nine items were given averages between 3 and 4. Four of these concerned job and career knowledge gains. Two involved interpersonal skills or attitudes. The three items receiving averages below 3 all concern academics. Evidently, the site experiences do not improve academic skills as they are now operated, or, if they do, students do not perceive the benefits as academic benefits. However, several students rated the academic items high, so some sites are perceived as leading to academic growth.

Table 1

Career Maturity Index: Fall 1978

		Mann Control	Riverside Control	EBCE
Attitude	$\bar{X}$	34.7	31.8	34.4
	SD	6.2	5.7	4.6
	N	19	91	37
Knowing Yourself (Part 1)	$\bar{X}$	13.2	12.4	12.0
	SD	2.7	4.2	3.7
	N	16	99	37
Knowing About Jobs (Part 2)	$\bar{X}$	15.0	13.4	14.9
	SD	3.4	5.2	3.5
	N	16	99	37
Choosing a Job (Part 3)	$\bar{X}$	13.0	11.5	12.3
	SD	2.5	4.2	3.3
	N	18	90	37
Looking Ahead (Part 4)	$\bar{X}$	13.5	12.5	13.1
	SD	3.0	4.4	3.8
	N	15	96	37
What Should They Do? (Part 5)	$\bar{X}$	10.3	9.5	10.0
	SD	2.9	3.5	3.2
	N	15	96	37

Table 2

Analysis of Variance for Each Part Score of the CMI, Fall 1978

Part Score	F	df[a]	p
Attitude	4.22	144	.02
Knowing Yourself	0.57	149	.57
Knowing About Jobs	1.90	149	.15
Choosing a Job	1.44	142	.24
Looking Ahead	0.57	145	.56
What Should They Do?	0.52	145	.60

[a]df is within-group degrees of freedom.

Table 3

Career Maturity Index, Jan, 1979

		Post Test EBCE
Attitude	$\bar{X}$	36.6*
	SD	3.4
	N	19
Knowing Yourself (Part 1)	$\bar{X}$	11.7
	SD	4.7
	N	19
Knowing About Jobs (Part 2)	$\bar{X}$	15.3
	SD	3.5
	N	19
Choosing a Job (Part 3)	$\bar{X}$	12.4
	SD	3.5
	N	19
Looking Ahead (Part 4)	$\bar{X}$	11.3
	SD	4.4
	N	19
What Should They Do? (Part 5)	$\bar{X}$	10.1
	SD	3.6
	N	19

* Represents a sig. positive change from pre-test data

Table 4

Evaluation of Acquired Knowledge and Skills

Fall Semester

	1	2	3	4*	$\bar{x}$
Learning about careers and jobs	0	0	7	20	3.74
Planning for a career or careers	0	1	8	18	3.63
Learning job-seeking skills	0	2	12	12	3.38
Learning how to do a particular job	0	0	9	17	3.65
Improving reading skills	2	8	10	6	2.77
Improving writing skills	3	5	12	7	2.85
Improving math skills	9	6	14	3	2.59
Improving listening and speaking skills	1	1	10	15	3.44
Thinking through and solving problems	0	1	11	15	3.52
Improving skills in working with other students	0	3	11	13	3.37
Improving skills in working with adults	0	1	9	16	3.58
Accepting many different ideas and backgrounds of people	0	2	8	17	3.56

* Scale of 1 to 4, with 1 as negative and 4 as positive

Student Objective II: Attitudes

Two instruments were used again this year, as in past years, to assess attitudes: the CMI Attitude Scale and the Research for Better School's School Attitude Survey (SAS). Both instruments were given to all groups at each testing time. The SAS yields seven scores; however, only five of these will be reported in this section. The last two scores deal with self-concept and are reported in a subsequent section.

The summary statistics on the CMI Attitude Scale appear in three parts: first, the summary statistics appear in Table 5. Second are the results of one-way analyses of variance, which compare the three groups on each of the seven subtests, and are reported in Table 6. In the area of Education in General, the Duncan multiple range test indicated that the significant F was due to the effect of the EBCE group having a higher mean than the Mann comparison group. The area of Curriculum showed no significant differences. Resources, like Education in General, indicated a difference in the EBCE and Mann comparison groups with the Riverside comparison group again paired with the EBCE group. The most dramatic difference was in the Counseling area with the EBCE group significantly higher than the other two groups. The fall 1978 EBCE pretest mean was higher than all of the previous years' pretest means and is the second highest of all means, both pre-and post-. The mean of 19.0 for EBCE 3 in the spring of 1978 is the only higher one.

In the Career area, the Duncan procedure indicated a difference in the Riverside comparison group and the two Mann groups with the EBCE group scoring highest.

The third analysis was a chi-square comparison of the responses to the first 48 items across groups. The questions yielding significant differences are reported in Table 7.

Table 8 presents post-test SAS scores from the January administration ot the EBCE students at Mann. In all cases the scores appear consistent with the September scores presented in Table 5.

Student Objective III: Self-Concept

Self-concept was assessed by the SAS "Self Concept" scale. The SAS "Others" scale was also reported. The summary statistics are reported in Table 5 with the one-way analysis reported in Table 6. There are no significant differences found for the three groups on the fall 1978 administration. The post-test data presented in Table 8 also presented similar scores on these two scales.

Table 5

Student Attitude Survey: Fall 1978

		Mann Control	Riverside Control	EBCE
Education in General	$\bar{X}$	24.9	25.6	27.2
	SD	5.4	4.6	3.7
Curriculum	$\bar{X}$	19.5	19.4	19.9
	SD	3.2	3.1	2.7
Resources	$\bar{X}$	31.6	33.3	34.8
	SD	5.2	4.9	4.5
Counseling	$\bar{X}$	13.7	14.7	18.3
	SD	4.7	4.0	3.7
Career	$\bar{X}$	85.3	82.3	87.0
	SD	12.3	11.1	8.7
Self	$\bar{X}$	70.1	69.3	71.9
	SD	12.5	11.3	8.8
Others	$\bar{X}$	48.8	47.3	47.4
	SD	6.5	8.0	7.8
	N	81	188	37

Table 6

Analysis of Variance for Each Subtest of the SAS, Fall 1978[a]

Subtest	F	Probability Level
Education in General	3.035	.050
Curriculum	0.506	.603
Resources	5.980	.003
Counseling	15.448	.000
Career	3.870	.022
Self	0.848	.429
Others	1.113	.330

[a]Degrees of freedom are 2 and 303 for all rows.

Table 7

Student Attitude Survey Questions Yielding Group Differences[a]

	Question	Group[b]	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Q2:	The teachers at my school do not seem to know enough about what they are teaching.	MC	15	37	21	7	1
		RC	41	101	20	18	7
		EBCE	6	21	9	1	0
Q3:	The facilities at my school are old and out-dated.	MC	12	38	17	8	5
		RC	74	77	18	6	11
		EBCE	5	25	3	4	0
Q4:	I've learned a lot from my school program.	MC	2	4	12	5	12
		RC	5	19	20	116	27
		EBCE	0	2	1	20	14
Q5:	My school counseling program has shown me some interesting things about different careers.	MC	20	25	11	19	6
		RC	32	56	27	56	13
		EBCE	0	2	1	20	14
Q12:	The counseling program at my school has been good for me.	MC	12	17	27	20	5
		RC	16	42	46	61	20
		EBCE	1	2	8	16	9
Q13:	I used many new materials to help me in my school work.	MC	6	33	13	24	4
		RC	4	47	32	86	18
		EBCE	1	6	5	20	5
Q24:	My school's counseling program isn't really helping me get ready for things I'll do after I graduate.	MC	14	11	16	26	14
		RC	21	45	41	53	25
		EBCE	8	16	5	7	1

Table 7 (Cont.)

Question	Group[b]	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Q29: I keep changing my occupational choice.	MC	19	24	16	19	3
	RC	23	78	24	52	8
	EBCE	4	22	4	7	0
Q34: When you are choosing a job, you should consider what kind of person you are.	MC	0	5	9	33	33
	RC	7	10	17	116	36
	EBCE	0	1	1	27	8
Q36: I don't know which kind of work I should choose.	MC	21	22	18	15	4
	RC	27	68	31	45	13
	EBCE	8	21	5	2	1

[a]All tables have chi-squares that are significant at the .05 level.

[b]The group code is: MC = Mann Control; RC = Riverside Control; and EBCE.

Table 8

Student Attitude Survey: Jan 1979
N = 16

		EBCE
Education in General	$\bar{X}$	27.8
	SD	4.6
Curriculum	$\bar{X}$	20.5
	SD	2.7
Resources	$\bar{X}$	33.9
	SD	4.9
Counseling	$\bar{X}$	18.9
	SD	4.3
Career	$\bar{X}$	86.7
	SD	9.2
Self	$\bar{X}$	70.9
	SD	7.9
Others	$\bar{X}$	48.9
	SD	3.8

Objective IV: Parent Objective

Since a significant number of students in the EBCE Fall semester continued for a second semester, parents were interviewed during the second or transference evaluation. The data from these interviews are reported in the following section Transference Plan Try-Out and apply to both semesters at Mann.

Objective V: Dissemination

In addition to transference activities, the project staff continued dissemination activities at all levels as documented in project reports. Tne Newsletter continued to be a major dissemination media. Some noteworthy developments were: the approval by the South Carolina State Department of Education of awarding EBCE credits (replacing the use of social studies credit), the approval of a "State Model," a proposal for a summer program entitled "EBCE for Teachers," and the EBCE Coordinator's continuing active role as a member of the South Carolina Career Education Advisory Committee.

Objective VI: Community Objectives

At the completion of the semester students were asked to evaluate site experience by completing a questionnaire. Data are presented in Table 10. The continued high rating by students of the site experience is evident with 16 of the 22 item means falling above 3 on a 4 point scale. Additionally, nine item means fell above 3.4 with the lowest mean being a 2.56 on the speakers brought to the classroom. This item consistently received the lowest rating on this survey. When "Talking with new people" was again rated highest with a mean of 3.61 followed closely by ... the last item (doing things at sites) 3.54, learning about possible careers (3.55) and visiting resource sites (3.52).

Although the rating from the previous semesters were high, the Fall semester, 1978, data indicate that the ratings continue to improve with students giving a very positive rating to the preparation for site experiences.

Table 9 gives a report of student preception of personal changes that resulted from the EBCE experience. The item chosen most often by the students were under the self growth category. This information is consistent with comments made by the evaluators after interviews in a mature, self confident manner.

Career/work and future planning were next in frequency categories. Since the academic component was not emphasized during this semester the low choice was not surprising but the zero response to "no change" and "negative change" is a very positive endorsement of the program especially since students listed three choices.

Table 9

Changes Resulting from EBCE Experiences

Fall Semester, 1978-79

Item	Number
Self Growth	24*
Know more about self, matured	
More sure of self; less shy; express self better	
More responsible, motivated, less lazy	
More independent; work for and by self	
Able to solve problems, make decisions, cope, plan	
Career/Work	17
Gained knowledge of and attitudes about careers and the world of work (general)	
Gained knowledge about specific careers/jobs/ behaviors	
Learning/Academic Progress	6
Attitude changed; more interest in school and learning; better study habits; less cutting	
Learned more (specific and general)	
Interpersonal	11
Get along better with people; relate better; express self more with people	
Future Planning	16
Developed goal (unspecified); thought about plans	
Decided on further education	
Other	0
No change	
Negative change	
Other	

* From tallying of students' top three choices representing number of times one item in category was chosen

Table 10

Student Opinion on Completed Cluster and Related EBCE Program

First Semester

Item	Successful: Not at All . . . . . Very 1	2	3	4	$\bar{X}$
Rate each activity as to how successful it was in your own experience.					
visiting resource site	0	1	12	16	3.52
learning about possible careers	0	1	11	17	3.55
learning about oneself	0	2	17	9	3.25
planning for a future career	0	1	14	13	3.42
learning to make decisions	1	0	17	11	3.31
participating in site activities	0	2	9	17	3.46
setting goals	0	4	17	7	3.11
talking to new people	0	0	11	17	3.61
journal writing as stimulus for career thoughts	2	5	19	3	2.79
cluster readings and pretest for preparing for site experiences	3	6	18	2	2.66
speakers brought to classroom	6	5	12	5	2.56
career catalogues for self-scheduling	0	9	14	3	2.77

Item	Hours: 5 (1)	6-10 (2)	11-20 (3)	21-40 (4)	40 (5)	$\bar{X}$
How much time did you spend with this resource person?	3	5	8	8	5	3.24

Item	Not at All (1)	Some-times (2)	Usu-ally (3)	Al-ways (4)	$\bar{X}$
What did you do with this resource person?					
talk about jobs, careers	1	13	12	2	2.54
observe work activities	0	1	13	14	3.46

(continued)

Table 10
(cont.)

Item	Not at All 1	Some-times 2	Usu-ally 3	Al-ways 4	$\bar{X}$
participate in work activities	0	4	6	17	3.48
learn job or career skills	1	2	7	17	3.48
plan or work on project	7	7	9	5	2.43
talk personal interests and issues	1	6	13	9	3.03

Item	Definitely No 1	2	3	Definitely Yes 4	$\bar{X}$
In general, has the person at the resource sites you've visited been interested in the EBCE program?	1	1	13	13	3.36
In general, have you had enough choice in deciding what to do at resource sites?	1	1	9	16	3.48
In general, at resource sites, did you get to actually do things, rather than just watch or listen?	1	2	7	18	3.54

The Mann students responded to questions concerning specifically the value of the site experience. The data appear in Table 11. Students reported unfavorably, to some degree, only on the question concerning academic learning. However, some students (11) did report academic benefits. Positive responses, in general, were given to items concerning the learning value of sites in regard to career goals (none giving negative ratings); the value in applying academic knowledge to work experience; the opportunity to explore interests, values, and abilities; and the opportunity to watch self-knowledge with career possibilities.

Student Interviews

EESI staff members interviewed students enrolled in the EBCE program at the end of the first semester. Eighteen of the 36 enrolled students were contacted for their comments and perceptions regarding the program.

The questions and responses to each are included in Table 12. The number preceding the response indicates the same or similar response given by more than one student. Students often had more than one comment to a question so the number of comments exceeds 18 in some cases.

Students were excused from the EBCE mathematics and English classes for the interviews, which were conducted over a period of three and one-half hours. Thus, the interviews had an opportunity also to observe the classes. There appeared to be few or no discipline problems. Students seemed to be working diligently and enjoying it. Students and EBCE staff members spoke to each other in a friendly, respectful way. The environment was relaxed and open; however, there was no "fooling around."

In addition, the interviewers were impressed by the students' poise and ease in talking. They showed a sense of confidence in themselves, their abilities and their future and appeared to be mature, young adults. The observations concerning the classes and the students' behavior are included in an attempt to give "feeling" to the words of the students. Some of the students described the program as "it's like being a member of a family." Another student said, "In this program, there's openness, unity, learning, and a sense of responsibility. . . ."

The overall tone of the interviews was positive. Students are excited about the program and are eager to discuss and share their experiences with adults and fellow students, such as by "recruit(ing) more students." Comments reflecting a "less than satisfied" nature were isolated. One student expressed misgivings about the guidance program (discussion regarding feelings and emotions and "girls do the major part while boys fool around"), the reckless bus driver (he follows too closely and drives too fast), and the English program (it's difficult to understand). Another student did not feel that the mathematics teacher could answer the questions that were asked. Two students

Table 11

Evaluation
of Community Centered Learning

Fall Semester

	1	2	3	4	5[a]	$\bar{X}$
Did your community explorations help you to learn about careers?	0	0	6	11	10	4.15
Did your community explorations help you to learn about academic subjects?	0	4	11	7	4	3.42
Did your community explorations help you to understand how academic knowledge is used in the world of work?	0	2	5	11	9	4.0
Did the EBCE program give you an opportunity to find out more about your career-related interests, abilities, and values?	0	0	3	9	15	4.44
Did the EBCE program help you to learn about matching what you know about yourself with future career possibilities?	0	0	5	11	11	4.63

[a] Scale of 1 to 5, with 1 as negative and 5 as positive

Table 12

Interview Responses

Fall Semester

1. What do you like best about being in the program?

7 learning about different jobs
5 being able to go out on the job site
4 helps me to pinpoint what I want to do for the future
4 get to meet a lot of new people
3 having more time for math and English; learn more
3 it's like on-the-job training
2 getting experience in a career of interest
2 the experience--will help in the future
2 learn responsibility of working on your own
1 individual attention
1 it is not boring
1 learning now rather than waiting

2. What do you like least about being in the program?

Seven students responded, "nothing." The comments of the remaining 11 students are given below:

writing the journals
don't care too much for the guidance program
bus transportation is slow (late for site visits); waste time
staying in classes two hours
don't like the way the math is done
have a lot of homework to do so you can't go out
can't spend as much time on site as I would like
need to be very responsible; it's good if you want to work hard
need more time on site to do all I want to do
some sites aren't active enough
not enough people in it

3. Comments about specific areas:

A. Mathematics (11 no-comments)

Positive
7 learn more on individual basis
2 good
2 teacher very helpful

Negative
One student responded with a negative comment given below:
"Teacher couldn't answer my questions."

B. English

Positive
9 no comment
4 teacher helpful
3 like the way it's run
2 good teacher
2 love the English
1 Mr. Cox is an ideal teacher
1 discussion
1 pretty good setup
1 get a lot done

Negative (one comment as follows)
English is difficult to understand; it should be more interesting.

C. Guidance Sessions

Positive
10 like sharing the experiences
3 helpful
1 well-organized
1 learn a lot about other people
1 teacher very concerned on individual and group basis

Negative
1 some questions asked don't seem to tie in with EBCE (questions about feelings and emotions)
1 students need to be more controlled; don't get much done
1 students need to pay more attention
1 journals
1 sometimes do same things over and over

D. Job Sites

Positive
7 treat you like a real worker
3 getting experience
2 meet different people in different areas
2 give a good idea of what you're going to be doing
2 people helpful, nice
2 learn a lot
1 good way to learn about the community
1 provide additional information concerning career
1 take time with student
1 learn how to cope in job world
1 learn what you want to do when you get out of school
1 preparation for a future career
1 feel comfortable on site
1 busy all the time

Negative
6 none
3 more participation
2 sometimes they're busy and you feel in the way

1 some sites not as good as others
1 sometimes you don't get treated like a real worker
1 journals and site writings
1 should not use student for free secretarial service
1 sometimes the site isn't busy
1 bank not prepared

E. Transportation

Positive
5 okay
3 like bus transportation
3 drive my own car; they seem to trust you more

Negative
1 using buses doesn't work too well--uneconomical, distances, scheduling
1 waiting for bus
1 student drivers reckless
1 sometimes late to site
1 don't like to take the bus--should be able to drive; it's quicker

Regarding Second Semester:
7 students having to provide own transportation
1 would like them to provide transportation at least one way
1 mother will have to transport
1 cannot participate--no transportation

F. Scheduling Problems

14 none
3 was unable to schedule another class because of EBCE
1 buses sometimes late

4. If we could go back and begin this project again, what would you like to see changed?

7 nothing
3 go out more; more time on sites while you're there, maybe 9-12
2 more of a variety of things to do and places to go
1 explain it to students; didn't think it was going to be good
1 some students go into EBCE to play around; program should be more selective
1 would like it in afternoon instead of morning
1 change math teacher
1 recruit more students
1 additional math teacher or aide to offer more help
1 more cooperation by students; they are getting used to the responsibility and becoming more serious now
1 everything's perfect

5. From your experience so far this year, do you have any recommendations for next year's project?

8 no
3 get more students involved

1 get more serious students
1 before a student can go out on site they need to be caught up on their academics
1 more attention to EBCE in school
1 let me back in next year!
1 continue bus transportation
1 additional math teacher

6. Do you feel that any sex has been treated any differently than the other sex during any of the following experiences?

Job sites
16 no
2 talk more openly and encouragingly to males
1 encouraged secretarial jobs for girls

EBCE Classes
18 no

Guidance Group
17 no
1 girls do the major part; boys play around more

EBCE Staff
18 no

7. Is there any relationship between your field experiences and your classroom activities?
3 yes, English, reading, writing, and math are important
3 school helped a lot; you can see how they fit together
3 reading and writing; communication skills
2 no
2 appreciate learning more
2 awareness of high school classes needed for job interest
1 need for proper grammar
1 math skills necessary for some jobs
1 guidance provides opportunities to discuss other careers
1 learn more on site than in classes
1 learn from school and from the site
1 school is not so boring now

Additional Comments:
3 feel like you're one of the family; that's why I like it here
2 great program
1 every school should have an EBCE program
1 every student should have an opportunity to participate in an EBCE program
1 in this program there's openness, unity, learning, and a sense of responsibility; I can't say enough good things
1 I have a good feeling about EBCE
1 it's more fun than work, all classes should be this way

reported that the boys were favored at the job sities. Most of the other comments can be interpreted positively, such as the students' eagerness to be on the site as long as possible. This is not an excuse to get out of school. These students, for the most part, see the relationship between school and work. In addition, they like the mathematics, English, and guidance programs.

The elimination of bus transportation for the second semester is a major concern for the students. This concern extends to how it will affect other students as well as themselves. They understand the reasons for eliminating transportation; therefore, the program or staff is not blamed. It is seen as a problem that involves them all.

The survey included general evaluative items on the value of EBCE reported in Table 13. Most responses to all items were favorable, In fact 23 students said that they would take EBCE over and none said they would not. Also, 23 said EBCE was superior to regular school for learning about careers and none said the reverse. Nineteen said EBCE was superior to regular school in general, and none said the reverse. Twenty-six preferred EBCE to the regular school in regard to future plans. Other items receiving, at most, one negative vote were the degree to which students liked EBCE learning methods, the degree of personal responsibility demanded, and the degree to which EBCE provided more motivation than regular school. Some dissatisfaction was expressed in the degree to which personal time management was allowed, but it is not clear if the negative voters wanted more or less personal responsibility for their time.

Table 13

Student's Evaluation of ECBE Program

Fall Semester

	1	2	3	4	5[a]	$\bar{X}$
Did you like the way of learning (relating study to experience at resource sites) that is used in the EBCE program?	1	0	5	13	8	4.0
If you had it to do over again, do you think you would participate in the EBCE program?	0	0	4	5	18	4.52
In the program, how much were you expected to plan your own acitvities and manage your own time?	1	4	8	8	6	3.52
In the program, how much were you expected to judge your own behavior and performance and to accept responsibility for action you took?	0	1	3	6	17	4.44
In comparison with the regular school program, how much opportunity did the EBCE program provide you for learning about careers?	0	0	4	6	17	4.48
In comparison with the regular school program, how much opportunity did the EBCE program provide you for general learning?	0	0	8	12	7	3.96
In comparison with the regular school program, how much opportunity did the EBCE program provide you to get information to make plans for the future?	0	0	1	8	18	4.63
In comparison with your past experiences in school, how motivated were you to learn in the EBCE program?	0	1	2	16	8	4.15

[a] Scale of 1 to 5, with 1 as negative and 5 as positive

Transference Plan Try-Out

Introduction

The major third year activity was the implementation of the transference plan in two schools which had not previously participated in EBCE. Data from the schools, along with Mann's last semester data, form the basis of the transference plan tryout evaluation. Mann's program was different from the others in that it included students who had experienced EBCE in the fall semester and continued into the spring semester. Also, they had experienced staff persons who also had in-service duties to assist the new schools.

Of the two new schools, Eastside High was characterized by a strong coordinator. On the other hand, the coordinator at Wade Hampton High was less effective throughout the program. This difference was evident in program size, program operation, and student monitoring. It is evident from the tables reported and, in particular, in that several Hampton students yielded posttest data the appearance of which indicated that tests were not taken seriously. (We had several "below guessing" scores and several papers that showed pattern responding.)

Thus, this section should be viewed as a report on a continuing program (Mann), a new program with a strong staff (Eastside), and a new program with a less strong staff (Hampton).

The Transference Plan

The formal plan for new EBCE programs is "Experiential Career Education for 11th and 12th Grade Students: A Transportable Product Developed by the EBCE Staff of J. L. Mann High School for the School District of Greenville County, Greenville, South Carolina." This document is now used by the South Carolina State Department of Education for accreditation of new EBCE projects. The acceptance of this plan by the Greenville County Stystem and its use by the State of South Carolina are the major positive outcomes of the J. L. Mann project. This plan is described thoroughly by the EBCE staff in other sections of this report. The plan provided for both exploration programs and internship programs.

The plan includes a short text followed by extensive appended materials. The text includes an historical development of EBCE and the J. L. Mann project, a list of student objectives, instructions for pre-program planning, staffing advice, and general program requirements. Key elements, in the evaluator's opinion, include major site development activity prior to program implementation, developing a sound resource center with an updating capability, the requirement of pre-site student orientation that includes the student passing a pre-test as a prerequisite to on-site acitvity, a general student orientation program, the staffing plan (based on 40 students), the State Departments's acceptance of any teaching certificate for the school EBCE coordinator, the cross-blocking with a cooperating English teach, a restriction to

11th and 12th graders, a provision for continued enrollment of up to four semesters, student self-insurance through the regular school student policy, parent waivers of school injury liability, and student-provided transportation.

It is clear that projects in other states might not include all of these key features. However, it is our opinion that the Mann model is an excellent starting point for planning for any school, and a program can be initiated with the Mann document as it is.

The formal document also included extensive appended material. This includes flow charts, schedules, and scheduling advice. It includes samples of letters, forms, instructions, pretests (with keys), site orientation packages, job site analyses, journal pages, student contracts, and newsletters. Appended materials also contain supplementary information on job clusters, monitoring, job placement, and references.

There are criticisms of the plan that we believe are valid. One is the necessity of students to provide their own transportation. This does eliminiate some students from consideration in communities without adequate public transportation. However, we agree that the expense of school provided transportation is prohibitive. The project does require funds in addition to the regular budget. The plan includes reasonable centralized site development support from non-regular staff. This extra cost factor can prevent some schools from undertaking EBCE. However, we believe that this extra support is necessary. Moreover, we believe that some centralization across schools will be necessary for efficient site development and for coordinating a school system's total use of non-school resources. Also, the plan appears to require that students chosen must need an English credit. This is not a necessary condition, and perhaps revisions can make this clear. Finally, there are no plans for in-service training of local coordinators. If these materials are to stand alone, then some installment evaluation will be necessary in the near future.

The document also needs some improvements. In particular, the appendexed materials need to be paginated and listed in the Table of Contents, document by document, in order that each can be easily found by the user. Also, there are pages that appear to be taken from published documents. The sources of these documents should be cited.

The Guidance Package

A prepared set of guidance activities had been reviewed. It includes: Career Education goals, general objectives, specific objectives and a work sheet for each specific objective. The work sheet includes the objective, examples, resources and material, and activities and strategies for accomplishing the listed objectives. There is some incongruence in that the objectives on the work sheet were only partially numbered and there appeared to be some work sheets for objectives not specially listed in the list of objectives.

Included are a comprehensive set of forms for student utilization in exploratory activities, possible schedules of activities, and records of how activities for a semester were conducted at Mann. These materials would provide the EBCE staff a well documented set of exploratory activities.

What appears to be missing from this package is the in-service requirements for the utilization of the materials or the training qualifications required by the user. The project staff responsible for these activities in Mann, Eastside, and Hampton schools all had formal training in guidance and counseling. The transference plan states that no special state certification is required for the career education coordinator, but it does recommend that the coordinator have taken "guidance courses." The evaluators believe that training in guidance and counseling would be essential in order to utilize methods and materials included in the set of guidance activities.

Some specific tryout evaluation of the guidance package is in order. It would be valuable to modify the materials as the basis of tryout by school persons who do not benefit from consulting with J. L. Mann's experienced staff. It would be especially helpful to determine empirically the extent to which guidance training is or is not necessary for career education coordinators.

Test Data Analyses

The student objectives were three: I, to improve career knowledge; II, to improve attitudes; and III, to improve self-concept. Objective I was assessed by the CMI, Objective II was assessed by CMI and SAS, and Objective III was assessed by SAS.

Objective I. The major data on career knowledge appears in Table 14. This table shows superiority of performance at Eastside, both for pre-and post-semester data. It also indicated equality or decline of performance across the semester throughout the program. This is especially obvious at Hampton. A review of answer sheets indicated the response problem cited previously. The changes in standard deviations also shows the problem -- namely, non-cooperative students received lower scores, thereby increasing variability. The overall interpretation of these data is that cooperating students did not show gains, but performance did hold up. Whereas, there were students who took the pre-test seriously, but did not take the post-test seriously as indicated by their below chance scores on the post-test but not the pre-test. In both cases, the CMI is seen as insensitive to program effects, if there were effects. (Student interview and questionnaire data do indicate positive effects). Also, the high reading load of the CMI encourages negative attitudes toward this test. Test administrators were evidently not able to encourage all students to cooperate in the evaluation program.

Objective II. This objective deals with student attitudes. It was assessed by the CMI Attitude Scale and several post scores on the SAS.

Data appear in Tables 14 and 15. The first of these two tables summarizes test scores. It shows that attitudes as measured by these tests did not change in regard to the CMI Attitude Scale, or the SAS Scales of Education in General, Curriculum, or Resources. The suggested interpretation of these data are that students' attitudes toward significant aspects of schooling are fixed upon entering EBCE. The scales do not call for specific reaction to EBCE activities; therefore, EBCE does not affect students' attitudes toward these more general attitudinal objects.

On the other hand, there is some evidence that attitudes to counseling services and to careers are affected. In regard to the first two variables, school-based activities consist of a direct change in guidance activities. For the second variable, career attitude change is a direct program objective, therefore, these two tests are critical in this evaluation. Positive changes are seen in all cases for these two scores, but this is expecially the case at Eastside.

The second table on attitudes presents item-by-item responses for selected items. These items were chosen as those from the two scores showing change -- guidance and careers. Moreover, only items showing at least a 10% shift in the proper direction are reported.

In regard to counseling attitudes, items showing positive changes indicated that students perceived the counseling program as teaching them more about careers and getting students better prepared for post graduation experiences. Also, students perceived the schools as providing more persons to whom they could turn for personal assistance and a more positive impact on them of the counseling programs.

Attitudes toward career education changed as evidenced by responses to several items. These include knowing how to look for a job, knowing what kind of a job to seek, knowing educational requirements of jobs, and knowing job skills and requirements. These items are evidence that students at least report that they know more about the world of work as a result of their semester in EBCE.

Table 14

Transference Plan Tryout: Student Objective I

Career Knowledge

		Mann		Eastside		Hampton	
		Jan 1979	May 1979	Jan 1979	May 1979	Jan 1979	May 1979
CMI (Part 1): Knowing Yourself	$\bar{X}$	13.7	12.1	14.7	14.8	13.6	12.1
	SD	4.7	5.2	2.7	3.6	4.4	5.7
CMI (Part 2): Knowing About Jobs	$\bar{X}$	16.9	14.7	18.5	17.4	17.2	10.9
	SD	2.5	5.4	1.8	3.0	2.8	6.4
CMI (Part 3): Choosing a Job	$\bar{X}$	14.2	12.4	15.8	13.8	13.0	10.0
	SD	3.6	5.4	2.3	3.8	2.3	6.4
CMI (Part 4): Looking Ahead	$\bar{X}$	13.9	12.9	15.6	14.7	13.1	10.1
	SD	4.7	5.3	2.4	4.1	4.1	5.4
CMI (Part 5): What Should They Do?	$\bar{X}$	11.0	10.4	11.9	11.2	9.7	7.5
	SD	3.4	4.2	2.8	3.8	3.8	4.2

Table 15

Transference Plan Tryout: Student Objective II

Attitudes

		Mann		Eastside		Hampton	
		Jan 1979	May 1979	Jan 1979	May 1979	Jan 1979	May 1979
CMI (Attitude)	$\bar{X}$	37.6	36.5	38.0	38.8	36.3	36.8
	SD	3.5	5.8	3.9	4.0	4.7	3.5
SAS: Education in General	$\bar{X}$	28.1	26.9	27.1	28.3	23.2	24.9
	SD	3.7	4.9	2.9	3.4	4.9	3.2
SAS: Curriculum	$\bar{X}$	20.7	20.0	20.4	20.9	18.2	19.1
	SD	2.5	2.9	2.4	2.0	2.4	2.0
SAS: Resources	$\bar{X}$	34.7	31.9	32.7	34.3	28.4	29.0
	SD	4.7	5.9	4.1	4.7	4.8	4.0
SAS: Counseling	$\bar{X}$	19.3	19.3	13.9	18.2	13.5	14.1
	SD	3.8	3.3	4.6	3.5	3.9	3.7
SAS: Career	$\bar{X}$	73.2	85.6	84.1	89.0	84.3	88.3
	SD	9.1	10.0	10.7	7.5	6.9	12.9

Table 16

Transference Plan Tryout: SAS Item Responses

For Items Showing Positive Changes [a]

Item	School		Responses [b] 1	2	3	4	5
5. My school counseling program has shown me some interesting things about different careers	M	Pre	0	3	1	11	7
		Post	0	1	2	14	9
	E	Pre	6	10	10	2	2
		Post	1	1	1	16	7
	H	Pre	3	3	2	3	1
		Post	3	1	1	5	2
9. There are very few people in my school that I can go to when I have a personal problem	M	Pre	3	6	5	6	2
		Post	5	7	4	7	3
	E	Pre	3	7	1	10	9
		Post	3	8	6	7	2
	H	Pre	1	1	3	5	2
		Post	1	1	2	5	3
12. The counseling program at my school has been good for me	M	Pre	0	1	4	13	4
		Post	0	0	1	18	7
	E	Pre	4	2	14	6	4
		Post	0	5	3	15	3
	H	Pre	0	2	5	3	2
		Post	2	2	2	5	1
24. My school's counseling program isn't really helping me get ready for things I'll do after I graduate	M	Pre	5	10	3	4	0
		Post	7	14	1	4	0
	E	Pre	3	7	6	10	4
		Post	3	13	6	4	0
	H	Pre	0	3	3	4	2
		Post	0	2	5	5	0

Table 16 (Cont.)

Item	School		Response[b] 1	2	3	4	5
27. I don't know what is important to me in looking for a job	M	Pre	5	14	0	3	0
		Post	5	16	2	3	0
	E	Pre	4	13	6	7	0
		Post	6	18	2	0	0
	H	Pre	1	5	5	1	0
		Post	4	6	2	0	0
28. I know what kind of job I want to get	M	Pre	0	3	6	6	7
		Post	0	6	7	6	7
	E	Pre	2	5	9	8	6
		Post	0	3	1	19	3
	H	Pre	0	2	2	5	3
		Post	1	0	2	7	2
31. I know what kinds of jobs I would not like to have	M	Pre	0	5	1	14	2
		Post	0	2	2	14	7
	E	Pre	2	9	7	7	5
		Post	0	1	1	19	5
	H	Pre	1	1	2	8	0
		Post	0	1	3	5	3
36. I don't know which kind of work I should choose	M	Pre	4	10	4	3	0
		Post	6	10	5	4	1
	E	Pre	4	10	5	8	3
		Post	5	12	5	4	0
	H	Pre	1	7	1	3	0
		Post	5	4	1	2	0

Table 16 (Cont.)

Item	School		Responses[b] 1	2	3	4	5
43. I don't know how to go about getting into the kind of work I want to do	M	Pre	2	7	7	4	1
		Post	9	7	5	4	0
	E	Pre	3	9	10	7	1
		Post	7	12	5	1	1
	H	Pre	0	5	3	3	1
		Post	5	4	1	2	0
45. I know what kinds of jobs I would be good at	M	Pre	0	1	2	16	2
		Post	0	1	4	20	1
	E	Pre	0	2	14	10	4
		Post	1	1	3	20	1
	H	Pre	0	0	5	5	2
		Post	0	0	2	7	3
48. I know very little about the requirements of jobs	M	Pre	2	13	1	5	0
		Post	6	13	4	2	1
	E	Pre	3	11	9	6	1
		Post	8	15	1	2	0
	H	Pre	0	9	2	1	0
		Post	4	5	3	0	0

a. Sample sizes for Pre- and Post-Tests are, respectively: Mann, 22 and 26; Eastside, 30 and 26; and Hampton, 12 and 12

b. 1 = Strongly Disagree, 5 = Strongly Agree

Objective III. This objective concerns self-concept. Reported in Table 17 are averages on SAS tests of self-concept and "others" concept. The latter deals with how the student perceives his/her relationship with other persons. This table shows slight, but insignificant changes at Hampton and Eastside.

Supplementary Analyses

Analyses of variance were conducted that compared May and January data across four groups of students. These groups were the Eastside and Hampton students and Mann students divided into those who were in their second semester of EBCE ("Old" Mann) and those who were in their first semester of EBCE ("New" Mann).

The 4 x 3 ANOV of CMI data yielded the following results:

1. Attitude: main effect of groups was significant with Eastside and New Mann high and Old Mann and Hampton low.

2. Part I, Knowing Yourself: "Groups" was significant with the same pattern as 1.

3. Part 2, Knowing About Jobs: All effects were significant, with a decrease across time and groups differing with the same pattern as 1.

4. Part 3, Choosing a Job: Both main effects were significant, showing an overall decrease with time and group performance in the same pattern as 1.

5. Part 4, Looking Ahead: Main effects only are significant and patterns are similar to others reported.

6. Part 5, What Should They Do? Group effect only is significant and in the same patterns as previously found, except that Hampton is noticeable lower than Old Mann.

The 4 x 3 ANOV of SAS data yielded the following results:

1. Education in General: Group effects only are significant with group attitudes differing from high to low in this order: Old Mann, Eastside, New Mann, Hampton.

2. Curriculum: Group effects only were significatnt and in the same order as 1, except that Old Mann and Eastside yielded similar averages.

3. Resources: Groups only was significant. Here, Eastside was high, both Mann groups were equal and relatively high compared to Hampton, which was quite low.

Table 17

Transference Plan Tryout: Student Objective III

Self Concept

		Mann		Eastside		Hampton	
		Jan 1979	May 1979	Jan 1979	May 1979	Jan 1979	May 1979
SAS: Self	$\bar{X}$	73.2	71.7	75.6	77.8	73.7	75.4
	SD	9.1	12.5	12.1	10.5	8.9	10.4
SAS: Others	$\bar{X}$	50.1	49.5	51.9	52.9	48.8	51.5
	SD	4.6	9.1	5.7	6.2	6.1	8.2

4. Counseling: All effects were significant. A large positive gain over all data was shows with the group effect, from high to low, in the following order: Old Mann, New Mann, Eastside, and Hampton. Old Mann was quite high relative to New Mann and Hampton was quite low relative to Eastside.

5. Careers: A main effect of time was present, showing overall gains.

6. Self Concept: Nothing significant.

7. Others Concept: Nothing significant.

Objective IV: Parent Objective

A sample of parents of the students enrolled in the project were telephoned by EBCE staff in March and May. The EBCE Parent Interview Form was followed and interviews were completed with 28 parents. A confidentiality statement was read to the parents at the beginning of each interview.

Unless otherwise indicated, there will be no differentiation made among the three high schools in this section. Comments made by the parents were similar in most respects.

Parents indicated positive changes in their children as a result of participation in the program. The two most frequent responses were "more mature" and "greater sense of responsibility." The majority of parents also mentioned a greater awareness of careers and an increase in interest and enthusiasm for school and work. There were no negative changes indicated by parents.

Parents were asked how they felt about their child being in the program. All of the parents expressed positive statements in response to this question, ranging from good through excellent. All of those who were contacted in May expressed their hopes for the continuation of the program. Five parents confessed to initial doubts about the program which turned to complete support as a result of their children's experiences. The opportunities for career awareness and career exploration were mentioned by the parents as beneficial aspects of the program. In addition, there were six comments regarding the interest expressed in the students by community resource persons and program staff members.

The final question asked of the parents was in regard to critical suggestions. Three out of the four parents interviewed at Wade Hampton mentioned the lack of preparation and coordination on the part of the community resource site. One parent from Eastside High School made such a comment. (One site was mentioned by two parents.) Other comments to this question were "publicize the program more" and "branch out - more businesses and students." Some specific comments from parents follow.

Positive Changes

Developed self-confidence
Developed more of an adult attitude
Has become a happier person
Broadened (her) concepts of careers
Became more aware of community and its problems
Decided to enroll in college
My son has a tendency not to follow through on projects, but he sure is on this one!

Negative Changes

No comments

Feelings About Child in Program

Very encouraging insight into careers. Daughter discovered she could combine her interest in banking and French into a career.
In order to be in program he had to prepare his lunch and eat alone. It was worth it!
Very good program and staff.
Excellent program. Glad it's going to continue.

Critical Suggestions

Continue to evaluate the job sites
Expand
More publicity

Objective V: Dissemination Objective

Former dissemination activities continued. New activities included planning for a teacher-as-student summer EBCE project through Furman University, where teachers would receive graduate credit for an EBCE experience. This program will surely be an effective method of reaching classroom teachers.

The EBCE staff also continued to seek System support. They were able to get commitments from a new school, bringing to four the number of EBCE programs that will be supported locally in 1979-1980.

In the spring semester, EBCE had a monthly newsletter, had write-ups in several District publications, and the high school newsletters, had several local newspaper stories, and appeared in one State Department newsletter.

Student Reaction to On-Site Experiences

Reactions of Hampton's students to the community learning experience is reported here. Students at Hampton were asked to rate aspects of site experiences as "successful" or "unsuccessful" on a four point scale. Ten surveys were obtained. All ten students rates these items as successful: visiting sites, learning about oneself, and talking to new people. All but one or two rated the following items as "successful": learning about possible careers, planning possible careers, participating in site activities, setting goals, and journal writing as a stimulus for career thoughts. Learning to make decisions was rated positively by seven, but negatively by three. Preparation for sites by reading and pretesting got six favorable and four unfavorable votes. High negative voting went to visiting speakers (two successful, eight unsuccessful), and career catalogues for self scheduling (three successful and seven unsuccessful).

When asked about on-site activities, Hampton data showed considerable differences among the sites. All students chose "usually" or "always" when asked about observing work activities or learning career skills. Items showing a wider range of response included talking about careers, participating in work, planning projects, and talking about personal issues.

Only one Hampton student reported that the resource person appeared disinterested in EBCE. Two students expressed dissatisfaction with their choice of activities at the site. When asked if they "did things" rather than "watch or listen", six said "definitely yes", one said "yes", and three said "no".

Hampton students' comments were as follows:

I would like to stay on-site longer
wider choice of fields
work with students
change clusters more often
some site persons need to remember my name
we need more scheduling flexibility
be sure we actually get to participate
be sure that the site people want to be involved
be sure that the site people are ready for students
resource people used to be more interested
students need to be better motivated
we need to do more on site
no suggestions - it is interesting now
encourage more students to sign up
I enjoyed going to different sites
it gives us an in-depth view of careers on jobs.

In summary, the Hampton students appear quite satisfied with EBCE. However, they did feel a need for better orientation of site resource persons, as indicated in their written comments. They did report success in major EBCE goal areas.

Student Reaction to EBCE

We received in writing student opinion of the EBCE experience. The following listing is the reaction of students from all three schools, but these reactions are taken from non-seniors only. A special survey was discussed in another sub-section of this report.

The first question was a request to list positive aspects of EBCE. The responses follow:

I got to go out of school
Good change from routine
Finding out what I want to do
The information it offered to me
You learn a lot more than the school teaches
Opportunities it gave
It helped me to become more self-confident and less shy

I felt more at ease with school. I felt I was worthwhile in school
I liked the many different opportunities by going on site
It was a good learning experience
It gave me the chance to be an independent person
The chance to learn from people who do that kind of work
Riding in patrol cars
I liked to get to know everyone and enjoyed everything I did
It gave me a chance to work in the hospital and meet people

The second question was a request to list negative aspects of EBCE. The responses follow:

The area I chose
I was assigned to PE instead of English
There were times when I didn't have anything to do
That I cannot continue
Some of the sites were boring
Nothing. Except a few people on my sites
Not enough days to go out
Having to write all those journals
That I got suspended over a minor technicality
Some of the sites not having anything to do
Boring sites
All the work
Some of the sites didn't act like they knew we were coming
My English class
Not enough time on it.

The final request was for recommended changes. The recommendations follow:

I would recomment EBCE to my classmates
Change sites more often
Keep the program
This program is a great program and I wish it was not going to be dropped
The EBCE program continues. It is a great program for any student to get into. I think everyone should take this for at least a semester

The responses listed above are all quite positive. Even the "negative" responses are often a request for more work or on-site improvements. The positive attitudes of these non-seniors are critical for future student recruitment.

In addition to the written we also have survey responses from non-seniors at all three schools. These results are tabulated in Tables 18, 19, and 20. Data from all schools is combined due to the relatively small number of non-seniors at each school. On most general evaluation items no or only one student gave a negative response. The lowest rating was in regard to personal time management, for which five students gave a negative response and seven a positive response. Student reaction to community-based activities was also highly positive, except for reaction to academic value. However, in regard to academic value, many students report personal benefit.

Table 18

Non-Graduating Students' Evaluation of EBCE Program
Transference Semester (All Schools Combined)

	1	2	3	4	5[a]	$\bar{X}$
Did you like the way of learning (relating study to experience at resource sites) that is used in the EBCE program?	0	1	1	9	9	4.30
If you had it to do over again, do you think you would participate in the EBCE program?	0	1	3	7	8	4.16
In the program, how much were you expected to plan your own acitvities and manage your own time?	0	5	7	6	1	3.16
In the program, how much were you expected to judge your own behavior and performance and to accept responsibility for action you took?	0	1	5	6	8	4.05
In comparison with the regular school program, how much opportunity did the EBCE program provide you for learning about careers?	0	0	1	8	10	4.47
In comparison with the regular school program, how much opportunity did the EBCE program provide you for general learning?	0	0	8	9	2	3.68
In comparison with the regular school program, how much opportunity did the EBCE program provide you to get information to make plans for the future?	0	0	1	12	6	4.26
In comparison with your past experiences in school, how motivated were you to learn in the EBCE program?	0	0	3	10	6	4.16

[a] Scale of 1 to 5, with 1 as negative and 5 as positive

Table 19

Non-Graduating Students' Evaluation of Community Centered Learning[a]

Transference Semester

	1	2	3	4	5[b]	$\bar{X}$
Did your community explorations help you to learn about careers?	0	0	1	10	8	4.37
Did your community explorations help you to learn about academic subjects?	2	2	6	8	1	3.21
Did your community explorations help you to understand how academic knowledge is used in the world of work?	1	1	5	9	3	3.63
Did the EBCE program give you an opportunity to find out more about your career-related interests, abilities, and values?	0	0	0	8	11	4.58
Did the EBCE program help you to learn about matching what you know about yourself with future career possibilities?	0	0	2	7	10	4.42

a Responses of J. L. Mann, Wade Hampton, and Eastside students are combined

b Scale of 1 to 5, with 1 as negative and 5 as positive

Table 20

Frequencies of Non-Graduating Student Reported Changes Resulting from EBCE Experiences

Transference Semester

Item	Number[a]
Self Growth	15
Know more about self, matured	
More sure of self; less shy; express self better	
More responsible, motivated, less lazy	
More independent; work for and by self	
Able to solve problems, make decisions, cope, plan	
Career/Work	18
Gained knowledge of and attitudes about careers and the world of work (general)	
Gained knowledge about specific careers/jobs/ behaviors	
Learning/Academic Progress	7
Attitude changed; more interest in school and learning; better study habits; less cutting	
Learned more (specific and general)	
Interpersonal	13
Get along better with people; relate better; express self more with people	
Future Planning	12
Developed goal (unspecified); thought about plans	
Decided on further education	
Other	0
No change	
Negative change	
Other	

[a] Frequency an item in category was chosen

The non-seniors also responded to questions concerning specific skills. These responses are tabulated in Table 21. In these data, the students again show personal belief that EBCE has assisted them in many ways, specifically in career development and interpersonal skills. Lower ratings again were assigned to academic items.

Table 21

Non-Graduating Students' Evaluation of Acquired Knowledge and Skills [a]

Transference Semester

	1	2	3	4 [b]	$\bar{X}$
Learning about careers and jobs	0	1	6	13	3.60
Planning for a career or careers	0	1	9	10	3.45
Learning job-seeking skills	0	3	8	9	3.30
Learning how to do a particular job	1	2	9	8	3.20
Improving reading skills	4	4	10	2	2.50
Improving writing skills	1	6	7	6	2.90
Improving math skills	7	5	5	2	2.11
Improving listening and speaking skills	1	3	13	3	2.90
Thinking through and solving problems	1	4	11	4	2.90
Improving skills in working with other students	0	3	7	10	3.35
Improving skills in working with adults	0	0	8	12	3.60
Accepting many different ideas and backgrounds of people	0	1	7	12	3.55

a Responses of J. L. Mann, Wade Hampton, and Eastside students are combined

b Scale of 1 to 4, with 1 as negative and 4 as possitive

Student Interviews Transference Schools

EESI staff interviewed students enrolled in the two transference schools in March. A confidentiality statement was read to each student. Interviews were conducted with 7 students from Eastside and 7 from Wade Hampton using the EESI Student Interview Form. Responses are tabulated in Table 22.

Students were asked what they like most and least about being in the project. The majority of the students mentioned that they liked the opportunity to explore different careers in which they might be interested in pursuing after graduation. This response included the direct contact with people in various job sites and the chance to plan for the future. The students at Eastside also mentioned the opportunity to learn more about themselves as an aspect of the program which they liked. Four students (2 at each of the schools) did not like the necessity of limiting the exploration activities within a particular career cluster. Two students at Wade Hampton did not feel that the job site was properly prepared to work with students.

Most of the students thought that the 2 hour timeblock for English was working out all right. Eastside students, however, were very enthusiastic about the class. They mentioned that it was hard work but conducted in a relaxed manner and that they were learning a great deal.

Concerning the guidance sessions, two students found the first two weeks of orientation most helpful, but felt that the rest of the sessions were not particularly needed. The majority of the students, however, enjoyed the opportunity to share job site experiences and knowledges about different career clusters.

At the job sites, most of the students felt that they had opportunities for good learning experiences such as meeting people who were helpful and being involved in some work activities. Two students mentioned that the job site was "boring." In both cases, the students found they were not interested in the site. Two students found the afternoon scheduling did not coincide very well with the business. One reported they got back from lunch at 2:00 and I was there at 12:30.

Transportation was not mentioned as a problem by students. Most had their own cars. There were also no scheduling problems reported. However, one student would like to see the schedule adjusted for each individual's needs (she wanted to observe surgery at 9:00 a.m.). There were no critical comments made when asked "If we could go back and begin this project again, what would you like to see changed?" and "Do you have any recommendations for next year's projects?" The majority of students reported comments previously mentioned.

The students did not feel that there was any sex discrimination demonstrated in any of the activities or by any persons involved in the program. One of the girls interviewed was exploring a job site as a person interested in auto mechanics.

Table 22

Student Interview Responses

Transference Semester

	Eastside	Hampton
What do you like most about being in the project?		
Career exploration and knowledge	4	7
Self-awareness (learned what I like or don't like, what I am good at)	3	0
Self-concept (responsibility, confidence, social interaction skills)	1	0
Community awareness	0	1
What do you like least about being in the project?		
Necessity to explore within career cluster	2	2
More coordination needed with job site	0	2
Writing journals	0	1
Only being able to observe at job site	1	0
Specific Areas:		
English		
Like it better than regular English class	7	3
It's okay	0	3
Don't like it	0	1
Guidance		
It's helpful	2	3
Chance to learn from the experience of others	4	2
I like the sessions	2	0
Counselor is helpful	0	1
Boring; waste of time	1	0
Job Sites		
Good:		
Being able to talk to people in the field	3	1
Getting involved at the job site	2	1
The people are helpful	2	2
Interesting things to do at site	1	2

Table 22 (Cont.)

Student Interview Responses

Transference Semester

	Eastside	Hampton
Bad:		
Site not prepared for student	0	2
Site boring	0	2
Scheduling time with the job site	2	0
Transportation Problems		
No problems reported		
Scheduling Problems		
No problems reported		
If we could go back and begin this project again, what would you like to see changed?		
Have more time at site	1	1
No more tests	1	0
Get more information, do more research before going out on site	2	0
Adjust schedule for each individual's needs	1	0
More flexibility in assignments to job sites	0	2
Make sure resource persons have the time to help	0	1
From your experience so far this year, do you have any recommendations for next year's project		
Have adviser go over job clusters in greater detail	1	0
More preparation of some employers	0	1
Encourage more kids to enroll	0	1
Do you feel that one sex has been treated any differently than the other sex during any of the following experiences?		
Job Sites		
No 14		
EBCE Classes		
No 14		
Guidance Group		
No 14		
EBCE Staff		
No 14		

Table 22 (Cont.)

Student Interview Responses

Transference Semester

	Eastside	Hampton
Is there any relationship between your field experiences and your classroom activities?		
Specific subjects mentioned	3	2
Discovered what college courses needed	2	0
Communication skills	2	3
School provides foundation skills	2	1
No	0	2

Only two students did not see any relationship between activities in school and those on the job sites. The other students either mentioned particular subjects they had had which proved to be helpful or discovered courses they would have to take in college to pursue a particular career.

End-of-Year Survey of Graduates

At the end of the 1979 spring semester, graduating students completed a survey. Relevant evaluative questions are summarized in Table 23. These responses indicate a high degree of satisfaction with EBCE.

When asked how EBCE had helped them in the formulation of their plans, career knowledge was sited by 22 Eastside or Hampton students, while two stated that EBCE had obtained for them jobs, and ten stated that "self-awareness" (abilities and goal setting) had been helpful. No one cited self concept changes, community awareness, or survival skills.

A review of expectations of 1979 graduates at Eastside and Hampton is appropriate for the transference plan evaluation. Mann data are presented elsewhere as Mann data does not bear only the transference semester.

At Eastside, there were 23 students who graduated in 1979. All but one of these had plans for post-secondary study in a career area that they explored in EBCE. Only one reported having a job relevant to EBCE experience. One student had plans to study in a career that was not explored in EBCE.

At Wade Hampton, all 12 EBCE students graduated. Of these, eleven planned post secondary education in an area explored in EBCE. The other student planned to study in a career area not explored, but did have a part-time job relevant to the EBCE experience. A total of four students had received summer employment in an area relevant to the EBCE exploration.

Both transference programs appear to have led students to study careers in which they had received EBCE experience. Both schools could take a more active role in summer job placement and regular work placement. Mann has been quite effective in this regard, but the placement work has been done more by the project coordinator (Mrs. Badenoch) than by the staff comparable to the coordinators at Eastside and Hampton.

Table 23

Graduates Survey in Transference Semester

			Mann[a]	Eastside	Hampton
1. Do you have specific career plans?	Yes		40	23	12
	No		9	1	0
2. Do you like the EBCE way of learning in the community					
	Yes	5	36	13	7
		4	8	6	4
		3	4	2	1
		2	1	0	0
	No	1	0	0	0
3. If you had it to do over again, would you take EBCE?					
	Yes	5	33	13	7
		4	9	1	3
		3	4	3	1
		2	2	4	0
	No	1	1	0	0

[a]Includes all EBCE student who graduated in 1979, some of whom did not take EBCE in the spring, 1979, semester

Summary Evaluation of the Three-Year Project

Introduction

This section presents some information and comments that cover the entire three year period. This includes a report on follow-up of students who have graduated after completing EBCE, comments on sex bias/stereotyping efforts, a report on the final status of the Greenville District's effort in regard to constructing a bank of job sites for EBCE, a summarization of student and parent opinions, and a summerization of test data over the three years. Also presented are lists of conclusions and recommendations as made by the evaluator in the first two years.

Follow-up of Graduates

We have extensive follow-up data on Mann graduates. These data were gathered by the J. L. Mann staff and are summarized here. Hopefully, similar follow-up will be continuous at all future EBCE sites.

There were 167 students enrolled at Mann at some time. Of these, 89 had graduated from Mann in the period 1976-1979. Of these 89, 69 (78%) were either working or studying in career areas explored in EBCE. Sixteen were known to have paying jobs in their EBCE area of study.

Forty-nine students graduated in June of 1979 who were enrolled in EBCE at some time. Forty had specific career plans. When asked "How did EBCE help you formulate these plans?", they answered in the following ways.

Career knowledge	25
Obtained job in my career field	11
Self-awareness (learned what I am good at, what I am not good at, to set realistic goals)	18
Self-concept (learned I have ability, I can succeed, I can be more responsible, social interaction skills)	5
Community Awareness	1
Survival skills	1
No definite answer	10

As reported previously, there were 49 Mann graduates who were asked (1) if they liked the EBCE community learning and (2) if they had to do it over again would they take EBCE. Only one student said "no" to the first question and two said "no" to the second. The number responding "yes" or "definitely yes" were 44 and 42, respectively.

The follow-up data is extensive, listing all EBCE clusters or internships, all work and study experiences, and planned study and work exper-

ences. Since most students are relatively recent graduates, it will be necessary to wait longer to see how well students fulfill their plans. Hopefully, follow-up will be continued by future EBCE staff.

Sex Bias and Stereotyping

A concern of EBCE for evidence of sex bias and/or stereotyping was a major requirement. In general, this did not appear to be a serious problem, due to the sensitivity of the EBCE staff to sex-related issues. However, there were some indicators of possible bias occurring in isolated incidents:

1. The grading in mathematics during the first year;
2. Job sites were excluded because of expressed sex bias;
3. Several specific instances of sex bias were reported by students involving personnel at job site locations;
4. A female teacher appeared to be responding more favorably to males during EESI classroom observation during the first year; and
5. Minor evidence of sex stereotyping was discovered in classroom materials including textbooks and tapes.

Most of these incidents were discovered, reported and corrected when possible by the EBCE staff. Guidance activities were designed to help the student identify and evaluate incidents of sexual stereotyping. The major achievement has probably been success at sensitizing students to sex-role problems. The degree to which this sex bias/stereotyping will be of concern in new schools which try out the transference plan is subject to future study.

As a result of EBCE experiences, primarily in the first project year, the project guidance person became quite expert in procedures for improving school climate and personnel attitudes in regard to sex role, stereotyping, and bias. As a system expert, she was used extensively in workshop and presentation activities intended to modify traditional beliefs and behaviors in regard to sex bias issues.

Community Development

The development and maintance of community resource site opportunities has been an excellent component of the Mann EBCE Project. Available to all schools is a bank of 189 job sites distributed over 19 career clusters. The specific clusters, and the number of sites for each, is listed below.

Architecture and Engineering	5
Business Administration	11
Clerical and Computers	12
Communications	10
Environmental	5
Fine Arts	3

Food Services	5
Government Services	8
Health Careers	27
Law and Justice	11
Manufacturing and Engineering	15
Marketing and Advertising	7
Money and Banking	7
Public Utilities	1
Sales	4
Small Business Management	24
Social Services	11
Teaching	18
Transportation	5

Within each job site, more than one career cluster can be explored. At any one time, a student has about 500 choices available.

Student and Parent Opinions of EBCE

One of the profound conclusions is the impact of EBCE on creating positive attitudes on the part of students and parents. These findings have been consistent across all surveys and interviews throughout the three-year period. The value of parent (and community resource persons) in getting political support for EBCE was apparent throughout. The Mann Coordinator cites specifically the role that Eastside parents played in winning District support.

Student support has been impressive. Students have participated fully in selling EBCE. In particular, Mann students made formal presentations in the fall of 1978 to recruit students in the transference schools. A summary of average student ratings appear in Table 24.

Students cite personal gains in career awareness and career knowledge goals, even though test data do not generally support these self reports. Our opinion is to accept the self reports as more valid due to the presence of doubtfully valid test papers on post tests and due to the more direct relationship of survey and interview questions to EBCE goals, as compared to Standardized test content. An interesting and important observation in Table 24 is that average ratings increased over the three year period in almost all instances.

Test Data Summary

The Career Maturity Inventory data over three years is summarized in Table 25. The CMI has not been effective in identifying program successes or failures. It was chosen knowing of a high reading requirement. However, initial tryout in year one led to no student complaint. By the end of year three, however, there was a noticeable number of papers submitted showing below guessing performance or patterned responding. When these papers are removed from consideration, however, there still is no convincing positive test data. There is still a need for instruments designed for EBCE type projects, but the individualized nature of the EBCE experience will always make general tests somewhat difficult to defend. The general conclusion is that CMI data is

Table 24
Summary Table
Student Opinion on Completed Cluster and Related EBCE Program [a]

Item	Fall Semester 1978	Spring Semester 1979	Fall Semester 1979
Rate each activity as to how successful it was in your own experience.			
visiting resource site	3.44	3.42	3.52
learning about possible careers	3.16	3.30	3.55
learning about oneself	2.84	3.20	3.25
planning for a future career	2.87	3.17	3.42
learning to make decisions	3.19	3.11	3.31
participating in site activities	3.10	3.52	3.46
setting goals	2.68	2.85	3.11
talking to new people	3.59	3.20	3.61
journal writing as stimulus for career thoughts	2.19	2.55	2.79
cluster readings and pretest for preparing for site experinces	2.50	2.57	2.66
speakers brought to classroom	2.09	1.86	2.56
career catalogues for self-scheduling	2.62	2.79	2.77

Table 24 (cont.)

Item	Fall Semester 1978	Spring Semester 1979	Fall Semester 1979
What did you do with this resource person?			
talk about jobs, careers	2.39	2.37	2.54
observe work activities	3.00	3.55	3.46
participate in work activities	2.48	3.20	3.48
learn job or career skills	2.61	3.05	3.48
plan or work on project	2.45	2.15	2.43
talk personal interests and issues	2.70	2.37	3.03
In general, has the person at the resource sites you've visited been interested in the EBCE program?	3.03	3.65	3.36
In general, have you had enough choice in deciding what to do at resource sites?	2.44	3.20	3.48
In general, at resource sites, did you get to actually do things, rather than just watch or listen?	2.94	3.57	3.54

[a] Averages on a four point scale, where four is the most positive response

Table 25

Summary Table

CMI End of EBCE Experience

	1977-78							1978-79			
	First Semester			Second semester			Total Year	First Semester	Second Semester		
CMI	E-M*	C-M	C-R	E-M	C-M	C-R	E-M	E-M	E-M	E-E	E-H
Attitude	36.3	33.8	35.2	33.5	34.3	34.9	37.8	36.6	36.5	38.8	35.8
	5.5	5.9	6.1	8.8	6.3	6.5	4.9	3.4	5.8	4.0	3.5
Part 1	13.6	12.2	11.7	12.4	12.2	11.4	14.1	11.7	12.1	14.8	12.1
Knowing Yourself	3.9	4.4	4.7	3.9	5.1	5.0	3.2	4.7	5.2	3.6	5.7
Part 2	16.4	14.1	13.2	15.0	14.3	13.2	17.0	15.3	14.7	17.4	10.9
Knowing About Jobs	3.6	4.6	5.1	3.5	4.8	4.9	2.5	3.5	5.4	3.0	6.4
Part 3	13.4	14.3	12.2	12.9	11.8	10.6	13.3	12.4	12.4	13.8	10.0
Choosing a Job	3.4	3.1	4.3	3.8	4.6	4.3	3.7	3.5	5.4	3.8	6.4
Part 4	14.5	14.9	12.4	14.2	14.9	12.6	14.7	11.3	12.9	14.7	10.1
Looking Ahead	3.8	3.0	3.9	4.1	3.5	4.6	3.0	4.4	5.3	4.1	5.4
Part 5	10.9	10.4	9.2	9.8	10.9	10.4	11.0	10.1	10.4	11.2	7.5
What Should They Do	2.8	3.1	3.6	3.8	2.9	3.3	2.4	3.6	4.2	3.8	4.2

* E-M - EBCE Mann
C-M - Control Mann
C-R - Control Riverside
E-E - EBCE Eastside
E-H - EBCE Hampton

equivocal. We do get strong positive self reports concerning achievement goals. At this time we are more confident in the self reports than in the CMI data.

A summary of Student Attitude Survey results appears in Table 26. These tables show a clear superiority of EBCE counseling activities over regular school programs, except at Hampton. Also Career Attitudes are generally higher in EBCE than in comparison groups. Again, self reports, of personal changes and attitude changes are more positive than test data. We also suspect that some students yield high pre-test attitude responses due to a possible unrealistic expectation that the new program is going to solve problems for them.

Table 26

Summary Table

Student Attitude Survey
End of EBCE Experience

	1977-78							1978-79			
	First Semester			Second semester			Total Year	First Semester	Second Semester		
SAS	E-M*	C-M	C-R	E-M	C-M	C-R	E-M	E-M	E-M	E-E	E-H
Education	25.9	25.2	25.0	28.2	25.6	23.8	26.0	27.8	26.9	28.3	24.9
in General	4.4	4.9	5.1	3.8	5.6	5.4	5.2	4.6	4.9	3.4	3.2
Curriculum	20.0	18.6	19.1	21.0	19.2	18.5	18.5	20.5	20.0	20.0	19.1
	2.6	3.3	3.9	3.0	3.2	3.8	2.5	2.7	2.9	2.0	2.0
Resources	31.6	31.7	33.0	34.7	31.7	31.6	32.0	33.9	31.9	34.3	29.0
	6.1	5.2	5.5	6.1	6.5	5.8	5.0	4.9	5.9	4.7	4.0
Counseling	16.4	13.6	13.8	19.0	14.3	13.1	16.5	18.9	19.3	18.2	14.1
	4.2	4.1	4.8	3.2	4.9	4.6	4.1	4.3	3.3	3.5	3.7
Career	90.9	83.0	84.9	86.9	84.6	84.5	85.2	86.7	85.6	89.0	88.3
	12.6	11.1	10.5	10.4	9.8	11.2	12.6	9.2	10.9	7.5	12.9
Self	72.7	70.1	73.2	76.2	71.9	71.2	73.6	70.9	71.7	77.8	75.4
	11.5	12.9	10.9	11.4	11.9	11.1	12.1	7.9	12.5	10.5	10.4
Others	50.2	49.2	55.6	50.7	50.0	48.2	48.7	48.9	49.5	52.9	51.5
	8.0	8.5	9.1	8.6	7.3	8.0	10.6	3.8	9.1	6.2	8.2

* E-M = EBCE Mann
C-M = Control Mann
C-R = Control Riverside
E-E = EBCE Eastside
E-H = EBCE Hampton

First Year Evaluation Summary

The EBCE project at J. L. Mann High School during the 1976-1977 school year should be considered a pilot study which will be fully implemented in each of the next two years. Although originally proposed for full scale implementation during the first year, some significant problems resulted in a conference between the third party evaluator, school system evaluator and the HEW project coordinator to revise the original evaluation model in keeping with project reality. The major problem may be due to a delayed date of funding which was after the school year beginning date. This resulted in the shifting of personnel, including those who were assigned full time to the project; difficulty in recruiting, scheduling, training and planning time for instructional staff; and the recruitment of a cross-section of students for the program and control groups. Also, the evaluators suspect the timetable for providing adequate space and facilities was delayed due to late funding.

Even with the problems cited above, some useful evaluation data have emerged which indicate an overall very favorable response to the EBCE program from students, parents and the community.

1. The school system has assigned an excellent administrative staff to the project. The EESI staff has continuously monitored administrative modus operandi and we would describe the leadership as strong, goal oriented, straightforward and open.

2. The development of a cooperative relationship with community resource personnel has been very successful. The community resource coordinator has done an excellent job in the difficult task of establishing the job sites through identifying, soliciting and receiving community cooperation.

3. Students perceived the program as achieving its purposes and support it rather strongly. Twenty-one of the 34 students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." One student stated, "I learned much more in this program than I have by being in school for two years." Limited cognitive data indicate that the students achieved as well in the EBCE program in academic areas as they would have achieved in the conventional program.

4. Parents were very pleased with their children's participation in the EBCE project, one stating that this program kept her child in school.

5. Response has been very favorable to dissemination activities about the project with special interest demonstrated at both the District and State levels.

6. All recommended project changes have been incorporated into the second year project.

7. Instructional staff instability has been a major problem. The instructional staff for the second year was changed and the evaluators

agree that these changes were necessary for program success. However, the new staff had to be oriented and trained in keeping with project objectives. This represents a duplication of effort from first year of the project.

8. The students who chose to participate in the first year of the project represented the low end of the school grade range (a mean of 1.79 on a four point scale for three previous semesters) when the job clusters were more in keeping with students who achieve grade point averages in the higher range. It is noteworthy that not a single student had a grade point average above 2.61 (a C average). Post-high school plans indicate 16 of the students planned to enter professional areas after completing the EBCE program which is not consistent with observed grade point averages.

9. The guidance staff position was divided among three counselors, each assigned one-third time to the project. This arrangement did not provide sufficient project support, so for the second year one counselor was assigned full time to the EBCE project. The RBS guidance materials were used well. Guidance activities should continue to be held at least twice weekly to insure adequate site orientation and followup.

10. Student motivation to participate in EBCE must continue to improve. The awarding of academic credit for EBCE is seen as a major positive motivator. The use of individualization is excellent as a method of overcoming scheduling problems caused by special projects. The grades assigned to EBCE students appeared to us as harsh and likely to discourage volunteers; however, the EBCE grades were in keeping with grades previously earned by these students.

11. The development of career clusters is on schedule and materials are excellent. Orientation to sites was weak initially, but orientation procedures are now developed to a stage that other programs can well use as a model.

12. The EBCE staff did an excellent job of sensitizing students to sex bias and sex stereotyping problems. We found some limited evidence of sex bias in materials and sex stereotyping on job sites; however, these problems were rare and were handled well by staff.

Second Year Evaluation Summary

The 1977-1978 school year was the first full operational year of Greenville EBCE. For this reason, data was gathered through the school year. Formal testing in achievement, career concepts, and attitudes was conducted in September, January, and May. There were three EBCE groups—a fall semester group, a spring semester group, and a full-year group. Comparison data was gathered from Mann non-EBCE students and from Riverside High School students. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also, periodic observations were made of EBCE activities. The following comments summarize our major findings.

1. The inclusion of the full time teachers and counselor on the EBCE staff for the second year of the project resulted in a tremendous improvement in the functioning of the EBCE program with improved communication, efficiency of operation, and esprit de corps being evident to the evaluation staff.

2. Project facilities were improved for the second year of the project. The EBCE project was provided an additional private office for the community coordinator in the school guidance office, which is in close proximity to the EBCE complex. Individual study carrels were obtained for the EBCE classroom.

3. The development of the additional job sites (which reached approximately 100) allowed another improvement in the EBCE program for the second year. Students were allowed to choose sites from those available rather than being channeled into a few selected clusters each semester. This achievement, along with establishing site monitoring procedures which included the utilization of the guidance and instructional staff as site monitors, has resulted in very positive evaluations of these experiences by the students and by community resource people as well.

4. A major accomplishment for the second year of the project has been the abundance of effort exerted by the staff to develop a transference plan acceptable to the local school district including dissemination activities performed for school board members, community leaders, and school officials.

5. An unanticipated development, as far as EESI was concerned, was the emergence of the project staff as a clearinghouse for student jobs as evidenced by the report quoting that all but two of the students seeking summer employment had been placed. Performance of this role for students may serve as a selling point for administrators considering transference plans.

6. Program dissemination has been ahead of expectation considering that this was only the second year of the project. Moreover, visitations by outside professionals and presentations at professional meetings have occured. In part, this visibility has been accelerated by the roles the project coordinators have filled on state-wide committees.

7. [illegible]

7. The teachers of mathematics and English appeared to have done an excellent job of individualizing instruction across a wide range of student ability.

8. English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students.

9. EBCE students showed significant growth in writing skills as a result of a focussed effort on writing ability.

10. The Career Maturity Index shows total battery superiority of EBCE students to comparison students. End-of-year performance exceeded the first year's end-of-year performance. Although not all subtests give consistent findings, the evidence is that EBCE was effective in regard to career maturity development.

11. There was some evidence of appropriate attitude development. The CMI Attitude Scale yielded its highest two measures for the posttest scores of the full-year EBCE group and the fall-only EBCE group. The Student Attitude Survey of RBS showed no EBCE gains, but EBCE students tended to show better attitude performance than comparison groups.

12. There is continuing enthusiasm for EBCE on the part of parents and community resource people, and community enthusiasm was unusually high during the second semester. The political support and assistance of parents and community persons might well be the major outcome of EBCE.

13. Case studies developed by EBCE staff are excellent records of how the program works and how five children were affected by it.

14. A review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program.

Conclusions, Implications, and Recommendations for the Future:

The Greenville EBCE Program, as it has evolved during the time period in question, integrates only the guidance and community components of the original RBS-EBCE concept. During the second funding year, it became apparent to Staff and Evaluation Team that these two components were the major strengths in terms of this community.

The guidance component is structured around group sessions designed to help students assimilate their community experiences so that they can move toward career commitments. The guidance sessions provide self-awareness, career facts, decision-making skills, and goal-setting orientation. The EBCE Staff and Evaluation Team concludes that without a strong guidance component, the program would be far less successful in integrating career knowledge with personal attitudes and values.

The community component is structured around six hours per week of community career experiences for each student. The student, after orientation, selects a cluster career area to explore. After passing a minimum proficiency test on factual data about careers in the given cluster, the student is scheduled on a one-to-one basis with an adult successfully employed in the cluster. During a nine-week period the student may be scheduled for experiences with three or four differing jobs. While with his community teacher, the student participates in hands-on activities of a real or simulated nature, observes, and in general talks and relates with the community volunteer. The student, if he chooses, may explore two cluster areas in one semester; if seriously considering a career commitment in a given cluster, the student may choose to intern, to spend a more in-depth period with one job.

The community component has been strongly endorsed by participating students, their parents, and the Greenville business community. The support and assistance of parents and community persons may well be the major outcome of the Greenville EBCE Program. In fact, one can conclude that it is this endorsement which persuaded the Board of Trustees to provide ongoing local funding for 1979-80 in the amount of $59,950.

The individualized academic component did not prove to be an essential program ingredient. While some students responded well to individualized academics, others, lacking maturity, failed to adequately pace themselves. The teachers, faced with teaching a variety of course levels to students with widely varying abilities, found themselves ultimately drained. Under these circumstances, the high cost factor of the academic component could not be justified.

Eliminating the academic component made the Greenville EBCE Program fit more readily into the traditional scheduling pattern found in the School District of Greenville County. The EBCE Program is now scheduled so that while the 11th grade EBCE student is exploring careers in the community, the 12th grade EBCE student is taking his English, and on alternate days these schedules are reversed. Since EBCE students are drawn from a broad range of abilities, this scheduling calls for modified individualization, but not the prescriptive approach utilized in the original academic component.

School transportation of students to their community sites was also deleted from the Greenville EBCE Plan in order to keep costs feasible for local funding. Students appear to be finding personal means of transportation. Public transportation is not available.

Several factors will have strong bearing on the future of the Greenville EBCE Program in this District.

Strong community support of the Program will need to be retained if the Board is to continue local funding in future years. Even with deletion of the academic component, per pupil cost runs higher for EBCE than for a basic academic course such as English or mathematics. The 1979-80 Staff will be challenged to retain this support.

Moreover, the local funding does not cover costs of implementation in the additional eleven high schools in the District. It is thus with a measure of frustration that the existing, intact staff views the termination of federal funding. It would appear appropriate for the U.S. Office of Education to extend the funding period for purposes of additional implementation in a district where project goals have been met and a commitment of ongoing local funding has been made.

The 1979 summer teachers' program of EBCE, sponsored co-jointly by the District, the National Alliance of Business, and Furman University, may also prove to be a major outcome of the Greenville project. In this program, thirty teachers will receive entry level pay for community job experiences four days per week, and will receive elective graduate credit for the guidance component one day per week. The summer program will supply the District with an initial network of teachers familiar with the EBCE concept. It will also involve the business community more deeply in the educational system. If this program becomes ongoing, the District will gain a cadre of teachers able to integrate and promote the concepts of experiential career education. It is recommended that the U.S. Office of Education may wish to evaluate the outcomes of this summer program since teacher training is needed before the concepts of career education may expand.

Dissemination activities have made the Greenville EBCE Program extremely visible in the political and educational systems in South Carolina. One can conclude that the project has had impact on the State curriculum goals and that other districts in South Carolina may adopt comparable programs.

Again, the present staff is faced with a degree of frustration with termination of federal funding, inasmuch as dissemination activities conclude even as the District has a locally-funded program worthy of demonstration. To extend the funding period for demonstration purposes would seem in the best interests of the U.S. Office of Education.

APPENDIX

MANAGEMENT SCHEDULE
1978-79

Goal	Objectives	Evaluation	Time Line for Evaluation Results
I. Demonstrate a demand for ongoing Career Education at J. L. Mann High School			
A. Experiential Career Education (EBCE & CPU)	1) 30 students will enroll 2) Exp. C.E. students will make measurable gains in career maturity. 3) Broad sector of business community will participate in program.	1) 30 Students on enrollment list. 2) Testing by outside evaluator. 3) Expansion of present community development to 100 sites.	January, 1979 June, 1979 April, 1979
B. Infusion	1) Teachers will use community people as academic resources. 2) Teachers will infuse career information into academic process. 3) C.E. Coord. will develop and demonstrate career guidance format for advisors. 4) C.E. Coord. will make career resource library available to teachers and students.	1), 2) Questionnaire 3) Completed format including student self admin. test, exercises in career competencies, and career information. 4) Catalog of available resources.	May, 1979 May, 1979 April, 1979
C. Job Placement	1) C.E. Coord. will provide job-readiness guidance. 2) C.E. Coord. will provide job placement referral service. 3) C.E. Coord. will assist in monitoring early dismissals.	1), 2) Record of job readiness guidance and placement assistance provided to 100 students. 3) Early dismissal records.	May, 1979 April, 1979

Goal	Objectives	Evaluation	Time Line for Evaluation Results
II. Transfer an ongoing, intact experiential career education program to four Greenville County high schools	1. Initiate ongoing budget process. 2. Negotiate transference agreement with principals of four high schools 3. Inservice school community to transference schools. 4. Train career ed. coord.'s for transference schools in guidance component. 5. Train C.E. cood. for transference school in community component. 6. Assist in site development for transference schools. 7. Train C.E. coord. for transference school in job placement component. 8. Assist C.E. coord. for transference school in developing infusion plan. 9. Pay costs for transference implementation.	1. Budget presentation by Mr. Cothran & Mrs. Clanton. 2. Copies of transference agreements. 3. 30 students enrolled in each transference school. Program implementation January, 1979. 4. Outside evaluation to demonstrate increased career maturity on part of students enrolled in transference schools. 5. Same as 4 6. Catalog of 100 sites developed. 7. Record of job readiness guidance and placement assistance provided 100 students. 8. Results of teacher questionnaire.	October, 1978 January, 1979 June, 1979 May, 1979 May, 1979 May, 1979
III. Disseminate experiential career education concepts and logistics to other District schools.	1. Develop a transportable program description. 2. Cooperate with District Instructional Service personnel in curriculum development. 3. Initiate contact with each District high school principal. 4. Share consultant expertise as requested by area high schools. 5. Cooperate with District Communications personnel.	1. Copy of product 2. Record keeping 3. Record of contacts 4. Documentation of services rendered. 5. Record keeping.	September, 1978 Ongoing March, 1978 Ongoing

Goal	Objectives	Evaluation	Time Line for Evaluation Result
IV. Dissemination experiential career education concepts and logistics statewide through State Department channels.	1. Cooperate with State level career education consultant.	1. Record keeping	Ongoing
	2. Submit transportable program description for accreditation.	2. Copy of product	September, 1978
	3. Participate in dissemination of state plan	3. Record keeping	November, 1978
	4. Submit transportable program for state certification under plan.	4. Copy of product.	May, 1979
	5. Share consultant expertise as requested by other school districts.	5. Documentation of services rendered.	Ongoing

August 14, 1978

MANAGEMENT SCHEDULE FOR TRANSFERENCE PERSONAL

Objective:	Interim Tasks
Perceive Experiential Career Education Concept:	1) Review slide/sound 2) Review transportable product for experiential career education 3) Review Career and Occupational Development Objective of National Assessment 4) Review other career resource materials as needed
Develop Guidance Component for Transference School:	1) Write objectives 2) Select and organize activities - self-assessment and a) orientation b) on-going career development c) Title IX commitment 3) Review and order materials 4) contact resource persons 5) Establish behavioral standards
Develop Community Component for Transference:	1) Review existing site materials 2) Become familiar with site development procedure 3) Become familiar with immediate school/community sites 4) Locate and order cluster materials 5) Develop cluster tests 6) Establish student evaluation criteria a) explorations b) internship learning contracts 7) Develop scheduling plan 8) Develop monitoring procedures 9) Examine required waiver forms a) insurance requirements 10) Develop site evaluation plan 11) Develop public relations procedures 12) Develop plan of logistics with vocational school Job Placement person

Objective:	Interim Tasks	EBCE Personnel Involved	Due Date
Develop Transference School In-service Plan:	1) Introduce program to school staff 2) Introduce program to school community 3) Introduce program to students a) Mann students b) newsletter 4) Recruit students (criteria)		
Develop Job Placement Guidance Plan for Transference School:	1) Develop student procedure 2) Plan logistics with vocational school Job Placement person 3) Develop job contact file		
Develop Plan for Career Education Infusion in Transference School:			

August 14, 1978

MANAGEMENT SCHEDULE FOR TRANSFERENCE PERSONAL

Objective:	Interim Tasks	EBCE Personnel Involved	Due Date
Perceive Experiential Career Education Concept:	1) Review slide/sound 2) Review transportable product for experiential career education 3) Review Career and Occupational Development Objective of National Assessment 4) Review other career resource materials as needed	A.C.B.	
Develop Guidance Component for Transference School:	1) Write objectives 2) Select and organize activities - self-assessment and a) orientation b) on-going career development c) Title IX commitment 3) Review and order materials 4) contact resource persons 5) Establish behavioral standards	H.S.	
Develop Community Component for Transference:	1) Review existing site materials 2) Become familiar with site development procedure 3) Become familiar with immediate school/community sites 4) Locate and order cluster materials 5) Develop cluster tests 6) Establish student evaluation criteria a) explorations b) internship learning contracts 7) Develop scheduling plan 8) Develop monitoring procedures 9) Examine required waiver forms a) insurance requirements 10) Develop site evaluation plan 11) Develop public relations procedures 12) Develop plan of logistics with vocational school Job Placement person		

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Develop Job Placement Guidance Plan for Transference School:	1) Develop student procedure 2) Plan logistics with vocational school Job Placement person 3) Develop job contact file		
Develop Plan for Career Education Infusion in Transference School:			

Management Document
of
Activities and Accomplishments
1977-78

Activity	Projected Date of Completion	Comment
Identification of Effective strategies and development of necessary program modifications	6-3-77	Effective strategies identified; modifications implemented in second year program by 9-77.
Staff Inservice	7-77	Training for ARC staff; additional training for guidance person (See Dissemination Appendix)
Staff Changes	8-15-77	Guidance counselor appointed full time; two fulltime ARC teachers under contract
Second year Program implementation with 72 students	8-77	50 students enrolled in exploration; five (5) specializations. Five (5) students enrolled in summertime specializations. Additional students will enter in January semester.
Expansion of physical facilities	8-15-77	Additional furnishings installed; carpet on order; additional office space obtained.
Inservice	ongoing	Future workshops on career guidance, and sex stereotyping, and EBCE procedures in planning stages (see Dissemination Schedule).
Community development: Identification, recruitment, and training of employer-teachers	9-1-77	Eleven clusters completed for present participants; fifteen to be developed by 6-78. Additional models located in non-traditional sex roles (see Product samples).
Attendance at HEW Part D Conference, Atlanta	9-7-77	Two staff members and two District member attended.
Development of Guidance Component	9-1-77	Product completed for use in infusion and student recruitment (see Product samples).
Development of Academic Component	9-1-77	Materials received and catalogued; criteria referenced activities product in process. (See product samples for first draft, English product) Math first draft due 6-78.

Activity	Projected Date of Completion	Comment
Development of Career Resource Library	9-1-77	Ongoing selection and cataloguing process; students required to student cluster materials prior to community work. (See Product samples.)
Insurance	9-1-77	Rider obtained so that students cover themselves by regular school insurance.
Student enrollment	1-78	Additional students to be enrolled in second semester.
Summer school specializations	6-1-78	Added enrollment.
ARC products	6-1-78	Final English draft and first Math draft due.
Development of Additional District Awareness	ongoing	Proposed meeting with Area Superintendents, December, 1977; School Board to follow.
Development of Transference Plan	7-1-78	Feasible plan to be developed and presented to District Administration.

Management Document
of
Activities and Accomplishments
1976-77

Activity	Completion Date	Comment
Funding of Project	9-20-76	
Staff Selection	9-30-76	Staffing completed by this date; however, since replacements could not be found readily in mid semester, some individuals could not begin program participation until as late as January 18, 1977.
Selection of Third Party Evaluator	10-15-76	Dr. Louis Bashaw, Education Evaluation Services, Inc., Athens, Georgia, was designated.
Staff In-service	ongoing	Research for Better Schools (RBS) worked with staff as per contract.
Dissemination	ongoing	See separate Dissemination Schedule.
Selection and scheduling of 36 students	12-13-76	35 students enrolled in explorations and three (3) in specializations: total 38.
Transportation Planned	1-18-77	Routes organized and drivers assigned.
Remodeling of physical facilities	1-18-77	60% completed; balance for this year completed by 2-18-77.
Community Development: Identification, recruitment, and training of employer-teachers	1-18-77	Two clusters completed; two additional clusters completed by 3-23-77. Some individuals located in non-traditional sex-roles.
Development of Academic Component	1-18-77	Some materials received; others on order. Units of work in process.
Development of Guidance Component	1-18-77	Objectives tentatively developed and materials reviewed.
Development of Career Resource Library	1-18-77	Some materials received; others on order; cataloguing in process. Audio visuals on sex-role stereotyping located.

Activity	Compeltion Date	Comment
Insurance coverage	1-18-77	Blanket policy purchased for EBCE students.
Implementation of first year program	1-18-77	
Organization of Community Advisory Committee	1-20-77	Members selected; meetings subsequently ongoing.
Proposal for establishing a District Model for Individualized Instruction	3-24-77	Proposal sent to Ms. Doris Clanton, Director, Instructional Services.
Parent Involvement	5-15-77	Meeting for parents of EBCE students.
Job Placement	5-77	Initiated plan for some job placement.
First Year Implementation Completed	5-77	
Selection and scheduling of 72 students for second year program	5-77	50 students enrolled in exploration and five (5) in summer specializations. Additional students will be enrolled in second semester.
Legalities	5-77	Waivers and insurance plans cross-checked by District attorney.
Cooperation with State level persons	ongoing	Close contact with Ellen Tollison, State Career Education Consultant.

4/79

PARTICIPATING BUSINESSES AND ORGANIZATIONS

Architecture and Engineering:

1. Daniel International Corp.
2. Harrison Constructors, Inc.
3. Neal Architects, Inc.
4. J. E. Sirrine Company
5. Southern Bell Telephone Co.
6. Tarleton-Tankersley Architectural Group

Business Administration:

1. American Monorail Inc.
2. Appalachian Council of Governments
3. Bigelow-Sanford, Inc.
4. Fairway Ford
5. Greenville, City of
6. Greenville, County of
7. Liberty Life Insurance Corp.
8. Orders Tile, Inc.
9. Phillips Fiber, Inc.
10. School District of Greenville Co.
11. Southern Bell Telephone Co.

Clerical and Computer:

1. Appalachian Council of Government
2. Bigelow-Sanford, Inc.
3. Daniel International Corp.
4. Furman University
5. Greenville, City of
6. Honeywell, Inc.
7. International Business Machines (IBM)
8. Liberty Life Insurance Co.
9. Metropolitan Life Insurance Co.
10. School District of Greenville Co.
11. J. E. Sirrine Co.
12. Southern Bank Computer Center
13. John Theodore Accounting Service

Communications and Advertising

1. Addressograph Multigraph, Inc.
2. Appalachian Council of Governments
3. Belks Department Store, Downtown
4. Goudelock Advertising Agency, Inc.
5. Greenville News-Piedmont
6. Henderson Advertising Co., Inc.
7. Keys Printing Company
8. Leslie Advertising Co.
9. Liberty Life Insurance Co.

Clark Publishing Co.

10. Litho Services
11. Printmasters Inc.
12. Southern Bell Telephone Co.
13. WESC - Radio
14. WFBC - Radio/TV
15. WGGS - TV
16. WQOK - Radio
17. J. B. White Dept. Store

Environmental:

1. Health Department, Greenville Co.
2. Paris Mountain State Park
3. South Carolina Commission of Forestry
4. South Carolina Department of Health and Environmental Control
5. South Carolina Soil and Water Conservation District
6. South Pleasantburg Nursery
7. Underwood Bros. Nursery

Fine Arts:

1. Fun Craft
2. Furman University, Costume Shop
3. Joan Gaulden Interiors
4. William Key Interiors
5. Metropolitan Arts Council
6. Museum of Art, Greenville Co.

Food Services:

1. Burger King, Pleasantburg
2. Greenville Hospital System
3. Holiday Inn, Pleasantburg and Mauldin Rd.
4. Morrison's Cafeteria, Greenville Mall
5. Po' Folks, Pleasantburg
6. Vince Perone's Restaurants

Government Services:

1. Appalachian Council of Government
2. Greenville, City of
3. Greenville, County of
4. Greenville Planning Commission
5. Health Department, Greenville Co.

Health Careers:

1. Dr. Richard Alpert, DDS
2. Arnold Opticians
3. Dr. Jack W. Chandler, Pediatrician

10. Children's Medical Center
11. Furman University, Psychology Dept.
12. Greenville Dental Laboratory
13. Greenville Hospital System
    - Memorial Hospital
    - General Hospital
    - Roger C. Peace Institute of Rehabilitation
    - Outpatient Clinic
14. Health Department, Greenville Co.
15. Dr. Willie Hill, DDS
16. Dr. E. D. Jervey, Opthalmologist
17. Pathology Association of Greenville
18. Peace Dental Laboratory
19. Pleasantburg Animal Hospital
20. Shriners Hospital
21. Dr. Roy Strickland, DDS
22. Taylors Animal Hospital
23. Dr. Jos. A. Wells, Orthodontist

Law and Justice

1. Circuit Solicitor's Office
2. Givens Youth Correctional Center
3. Greenville County Court System
4. J. W. Howard, Atty.
5. Leatherwood, Walker, Todd, & Mann, Attys.
6. Legal Services
7. Liberty Life Insurance Co., House Atty.
8. Mitchell and Joe, Attys.
9. Police Department, City of Greenville
10. Police Service Bureau
11. Public Defender's Office, Greenville Co.
12. Sheriff's Department, Greenville Co.
13. Wyche, Burgess, Freeman, and Parham, Attys.

Manufacturing and Engineering

1. American Monorail, Inc.
2. Bigelow-Sanford, Inc.
3. Bond Transmission & Controls, Inc.
4. Dan River, Inc.
5. Greenville News-Piedmont
6. Loom Products Corporation
7. Marshall & Williams Co.
8. School District of Greenville Co.
9. Alvin Smith Truck Body Sales & Manufacturing
10. Southeastern Kusan
11. Union Carbide Corp.
12. U. S. Packaging Corp.
13. Woven Electronics, Inc.

Money and Banking:

1. Bache, Holsey, Stuart, and Shields
2. Citizens and Southern National Bank
3. Fidelity Federal Savings and Loan Assoc.
4. Loebe, Rhoades, Hornblower and Co.
5. Southern Bank Computer Center
6. U. S. Life Credit Co.

Sales and Marketing

1. Belks, Downtown & McAlister
2. Cothran, Sims, Barker, Inc.
3. Fairway Ford
4. Funcraft
5. Greenville News-Piedmont
6. Henderson Advertising Co., Inc.
7. C. Dan Joyner & Co.
8. Southern Bell Telephone Co.
9. WESC - Radio
10. WFBC - Radio/TV
11. J. B. White Department Store
12. Sam Wyche Sports World

Service Businesses (Small Business Management

1. AAA World Travel Agency
2. Anderson Auto Parts
3. Burger King, Pleasantburg
4. Fairway Ford
5. Funcraft
6. Joan Gaulden Interiors
7. Greenville, City of - Garage
8. Greenville Aviation Corp.
9. Greenville Racquet Club
10. Holiday Inn - Pleasantburg Dr. & Mauldin Rd.
11. C. Dan Joyner & Co.
12. Keys Printing Co., Inc.
13. Litho Services
14. Lookin' Good Hair Design
15. Midas Muffler Shop
16. Mini-Skool Ltd.
17. Morrison's Cafeteria, Greenville Mall
18. Orders Tile Co.
19. Vince Perone's Restaurants
20. Po' Folks, Pleasantburg
21. Printmasters, Inc.
22. Ryder Truck Rentals
23. Alvin Smith Truck Body Sales & Service
24. Snelling & Snelling, University Ridge
25. South Pleasantburg Nursery

26. Star-Astro Bowling Center
27. Taylor Rental Center
28. Underwood Brothers Nursery
29. U. S. Life Credit Corp.
30. Sam Wyche Sports World

Social Services:

1. Community Planning Council
2. Emergency Assistance Program
3. Family Counseling Services
4. Givens Youth Correctional Center
5. Gower Center School
6. Greenville Urban League
7. Greenville Urban Ministries
8. Health Department, Greenville Co.
9. Manpower (CETA)
10. Nicholtown Center
11. Pendleton Place
12. Phillis Wheatley Center
13. Senior Action, Inc.
14. YWCA

Teaching:

1. Beck Middle School
2. Brushy Creek Elementary School
3. Sara Collins Elementary School
4. Furman University, Child Development Center
5. Givens Youth Correctional Center
6. Golden Strip Vocational School
7. Gower Center School
8. Greenville Middle School
9. Hillcrest Middle School
10. Hollis - Bi-lingual Program
11. League Middle School
12. J. L. Mann High School
13. Mini Skool, Ltd.
14. Mitchell Road Elementary School
15. Montessori School
16. Museum of Art, Greenville Co.
17. Nicholtown Center
18. Northwood Middle School
19. Shriners Hospital
20. Wade Hampton Elementary School
21. Washington Center
22. YWCA

Transportation:

1. AAA Travel Agency
2. Anderson Auto Parts
3. Fairway Ford
4. Greenville, City of - Garage
5. Greenville Aviation Corp.
6. Midas Muffler Shop
7. Ryder Truck Rental
8. Alvin Smith Truck Body Sales and Service

June 15, 1979

Mrs. Alice Badenoch, EBCE Coordinator
J. L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607

Dear Mrs. Badenoch:

I was pleased to note that the Trustees of the School District of Greenville County voted to provide funds for continuing the EBCE program at J. L. Mann and to fund the program at three additional high schools. The use of local funds to provide transference of this highly successful program speaks well of the thorough planning and carrying out of objectives under your leadership. Thanks for an outstanding job.

We are planning to develop a Career Center here in the District Office and we will build it around materials and methods found to be successful in your program. We will catalog and make available to teachers and administrators these materials to provide ongoing dissemination of the EBCE concept. Much interest has been expressed in transference to additional schools and we hope to have the materials available for inspection and loan by fall of this year. Any thoughts or contributions that you wish to provide will be welcomed and appreciated.

Sincerely,

Richard Cothran

Richard Cothran, Consultant
Vocational and Career Education

RC/rd

1976-77 Dissemination Schedule

Objectives	Date	Activity
1. Develop community awareness of EBCE program	10-76	Announcement to J. L. Mann Staff
	10-76	Announcement to press and TV
	10-76	Announcement to school community Advisory Committee
	11-76	Explanation to PTA (in-house TV)
	11-76	Explanation to Mann students (in-house TV)
	ongoing	Communication with S. C. State Department
	2-77	Organization Advisory Committee
	3-77	Explanation to new Chamber of Commerce Staff
	3-77	Correspondence with education-oriented State legislators
	3-77	Visitation by Clemson University Staff persons
	3-77	Visit to Furman University Staff
	3-77	Use of EBCE students in recruitment
	4-77	Community Advisory Meeting
	5-77	Newspaper article describing program
	5-77	Cross sharing with Appalachian Council of Governments Career Education Seed Team
	5-77	Speech, Rotary Club
	5-77	Visitation by S. C. State Department accreditation officials
	ongoing	Visitation by interested local people
	8-77	Brochure forwarded to all District Administrators
	9-77	Discussion: WFBC-TV Noon Forum
	9-77	Membership CETA Youth Advisory Planning Committee
	ongoing	Parent newsletters
2. Develop and identify advocates of EBCE concept	1-77	Progress report to District Administrators
	1-77	Progress report to school Community Advisory Committee
	2-77	Involvement of District Consultants in ARC
	ongoing	Communication with Appalachian Council of Governments
	ongoing	Communication with S. C. State Department

Objectives	Date	Activity
	3-77	Community Advisory Meeting
	4-77	Community Advisory Meeting
	5-77	Workshop: Appalachian Council of Governments Career Education Seed Team
	5-77	Progress report to parents of EBCE students
	6-77	Community Advisory Meeting
	7-77	Workshop for District Teachers: "How to Individualize Instruction"
	8-77	Night meeting for EBCE students/ parents
	9-77	Community Advisory Meeting
	9-77	Visitation by District Curriculum Personnel
	9-77	Update-letter to Mann Advisors and students
3. Develop products for dissemination	6-77	Slide-sound program description
	8-77	Program brochure
	9-77	Logo: to accompany slogan: "At J. L. Mann High School, Education is Working" (Class project of Greenville Museum of Art)
	9-77	"Career Guidance Objectives and Criteria Referenced Activities for the Classroom Advisor" (developed for infusion preparatory to recruitment)
	9-77	"Student Handbook for Experience-Based Career Activities"
	9-77	"Language Arts Objectives and Criteria-Referenced Activities for the Individualized Classroom" (first draft)
4. Initiate awareness of EBCE concept outside thic community	1-77	Exchange of materials with Bradenton, Florida Consortium
	5-77	Visitation by EBCE Staff of Mobile, Alabama
	6-77	Meeting at Genesee School District, Flint, Michigan with Career Education Staff
	7-77	Exchange of ideas at Research for Better Schools-sponsored conference, in New Orleans
	8-77	Brochure forwarded to School District Administrators on District exchange list
	ongoing	Program description included in various catalogues being collated nationally

Objectives	Date	Activity
	9-77	Visit by EBCE Staff or Highpoint, North Carolina
	9-77	Nomination for project replication in other South Carolina school districts (Title IV-C)

1977-78 Dissemination Objectives

Objectives	Anticipated Date	Activity
1. Develop and sustain interest of program advocates.	10-3-77	Meeting with textile executives
	10-77	J. L. Mann PTSA
	10-77	Workshop conducted by EBCE Guidance (for infusion and recruitment of students): Career Guidance for the Classroom Teacher
	11-77	Meeting with District Area Superintendents
	12-77	Meeting with School Board
	1-78	EBCE student/parent meeting
	weekly	In-house TV broadcasts on careers
	ongoing	Community Advisory meetings
	ongoing	Site development and contact with present participants
2. Deepen community awareness of EBCE concepts	10-3-77	Discussion with textile executives
	10-12-77	Rotary Club Speech
	10-77	Discussion by EBCE students on WFBC-TV "Rap Around"
	10-77	District workshop conducted by EBCE Guidance: Career Guidance for the Classroom Advisor
	11-77	Discussion of WESC radio
	11-77	Workshop for District Guidance Counselors conducted by EBCE Guidance: Changing Sex Stereotypes
	11-77	Workshop co-sponsored with Chamber of Commerce for community business people
	1-78	District Workshop for Classroom Teachers: Changing Sex Stereotypes
	ongoing	News-media publicity
	ongoing	Recruitment of Community persons
	ongoing	Cooperation with Chamber of Commerce
	ongoing	Speeches before service clubs, etc.
3. Initiate awareness outside this community	ongoing	Working relationship with Career Education Consultant, S. C. State Department of Education
	10-77	Nomination for replication in other S. C. School Districts (Title IV-C)

Objectives	Anticipated Date	Activity
	10-77	Member State Advisory Committee for Developing State Plan for Career Education
	ongoing	Contact with Chairmen of Education Committee, S. C. Senate and Legislature
	ongoing	Project available to visitors at all times
	ongoing	Attendance at dissemination conference
4. Develop products for dissemination	6-77	Final draft: English Objectives and Criteria Referenced Activities for Individualization
	6-77	First draft: Mathematics Objectives and Criteria Referenced Activities for Individualization
	6-77	Expansion of Student Handbook for Experience-Based Career Activities
	6-77	Up-dated brochure

1978-79 Dissemination Objectives

1. Assist in replication programs in South Carolina school districts.
2. Develop programmatic plan for transference in this District.
3. Sell School Administration and School Board on feasibility of transference plan.
4. Cooperate with State Career Education Consultant in establishing State plan for career education.
5. Extend second year objectives as warranted.

MEMORANDUM

To: O.R. Cothran, Career Education Consultant

From: Alice C. Badenoch, EBCE Coordinator

Re: EBCE Dissemination

Date: November 15, 1978

The following is a list of dissemination activities by EBCE staff to date in current school year:

Date	Activity
8-3-78	ENTRIES program kick-off luncheon, Greenville Tec
8-8-78	Presentation - School Board
8-14-78	Presentation - Gifted and Talented Workshop
8-18-78	Site visit for consultation - Gloria Carter - Fine Arts Center
8-31-78	Detailed program descriptor completed and mailed to R.C. Fulmer, Accreditation, S.C. State Department of Education at his request
8-31-78	Site visit by Lillian Simpson, Guidance, to preview materials
9-11-78	Site visit, Ellen Hayden, Career Education Consultant, S.C. State Department of Education
9-15-78	Newsletter distribution
10-6-78	Site visit, Ron Shumaker, N.A.B.; Simpson, Cothran
10-12, 13-78	Site visit for consultation, counselors of Northwood Middle School re proposal
10-19-78	Presentation, S.W. Area Advisory Committee
10-20-78	Site visit, R.C. Fulmer
10-23-78	Presentation, Eastside High School PTSA
10-26-78	Panel participation, N.M.A., Boulder, Colorado
11-1-78	Presentation, student assembly, Eastside High School
11-2-78	Presentation, student assembly, Wade Hampton High School
11-2-78	N.A.B. Committee Meeting
11-6-78	Site visit for consultation on proposal, Carol Fisher, ESAA
11-6-78	Career related, gifted and talented proposal awarded; proposal written by EBCE staff and English department members

11-8-78	Presentation at Clemson University
11-15-78	Presentation to J.L. Mann staff

In addition, we have worked with the two transference teachers on eleven different afternoon sessions, supplying them with process descriptors, necessary forms, and ample commercial materials.

cc: William L. Stubbs
Thomas Kerns

EBCE for Greenville Teachers: Linkage between N.A.B., Furman University, and School District

Education 145: Perspectives on The Working World

Room 127, Science Building
Furman University

June 8 - July 13, 1979
Director: Dr. Judith Gatlin
294-2222

Texts: Blue Collar Journal, Coleman
Women Working, Stromberg and Carlson
Working, Terkel

June 8. Orientation

9:00 a.m. - Introduction to the Course
History of Vocational Education in Greenville - Richard Cothran
EBCE Program (with slides) - Alice Badenoch
Brief comments by Helen Smalls and Martha Edwards

12:00 - Luncheon - Conference Room, Watkins Student Center
(NAB Advisory Committee and Program Participants and Instructors)

1:00 p.m. - Values in the Workplace - Steve Dolny, Vice President, Personnel, General Electric

Assignment: Women Working (Essays 1, 2, 3, 7, 8, 9, 11, 12, 13)

June 15. Job-Finding Strategies

9:00 - 11:00 a.m. - Resume-writing, interviewing, job-seeking

11:00 a.m. - 12:00 - What goes on in Personnel? - Linda Fuller, Union Carbide

1:00 p.m. - The First Week's Experience

2:30 p.m. - Job Service Tour - Jim Ballard, Manager, Job Service

Assignment: Blue Collar Journal

June 22. 9:00 a.m. - 12:00 - Incorporating Job-Related Skills Into the Work Environment - Martha Edwards, EBCE Coordinator, Eastside High School

1:00 p.m. - Structure of the Business Organization - Professor Charles Alford, Chairman, Department of Economics and Business, Furman

2:00 p.m. - Business and Industry in Greenville - Ken Luke, Greenville Chamber of Commerce

3:00 p.m. - The South and Southern Attitudes Toward Work and Leisure - Judy Gatlin

June 29. 9:00 a.m. - Skills of the Good Follower - Eddie West, Milliken & Company

10:30 a.m. - Tour of J. P. Stevens Management Training Center - Doug Mahaffey, J. P. Stevens

1:00 p.m. - Unions and Management Today
The Union View: Mike Russell, Southerners for Economic Justice

2:10 p.m. - Labor in Perspective - Ray Roberts, Professor of Labor Economics, Furman

2:30 p.m. - The Management View - Robert Stahlsmith, President, Greenville Group, Dan River Mills

3:30 p.m. - Discussion.

Assignment: Working - Studs Terkel

July 6. 9:00 a.m. - 12:00 - Classroom Skills and the Work Environment - Helen Smalls, J. L. Mann High School

1:00 p.m. - Special Problems of Special People
Problems of the Handicapped - Cynthia Bambara, Furman
Problems of Minorities - Helen Smalls
Problems of Women - Judy Gatlin

July 13. Meaning of the Work Experience
Teacher Presentations of career materials developed during the course.

Notes: Texts for the course will be available on June 8. (No charge.)
Luncheon with the Greenville Advisory Committee of the National Alliance of Business is scheduled for noon on June 8 in the Conference Room of the Watkins Student Center.
Classes are scheduled from 9:00 a.m. to noon and from 1:00 p.m. to 4:00 p.m. each Friday.

Basic assignments for the course, in addition to the reading, include keeping a daily journal and developing a 10-15 minute class presentation in a career directed area. That presentation will be made to the entire group on July 13.

The National Alliance of Business

1730 K Street, N.W.
Washington, D.C. 20006
(202) 457-0040

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May 24, 1979

Ms. Alice C. Badenoch
Experience-Based-Career-Education Coordinator
J.L. Mann High School
61 Isbell Lane
Greenville, SC 29607

Dear Alice:

Please accept my thanks for your cooperation and contribution to the success of my visit to Greenville earlier this year. The time you invested in our discussion, documentation assembly, etc. was quite meaningful and appreciated.

By copy of this letter, I am similarly extending my thanks to Bill Kendall of the J.L. Mann staff for his key involvement.

Working PARTNERSHIPS between education, government, labor, business, and others as appropriate are essential if we are to solve or positively impact the many crucial social and economic problems we face today. Effective career education is so important to this mission. Thank you for working with us at the National Alliance of Business towards these ends.

It is clear that you and others in the Greenville area have done much; our constant challenge however is to do more!!! Together we can make a difference!!

I'm pleased to have made your acquaintances. Do let us know when we can be of assistance to you. We would be glad to do so at every feasible opportunity.

Sincerely,

Stephen J. McLeod
Director, Career Progam Development
Youth Development Programs Department

cc: Bill Kendall
Ron Shumaker

FURMAN

Director of Career Programs / Furman University / Greenville, South Carolina 29613 / 803-294-2184

May 8, 1979

Ms. Alice Badenoch
EBCE Coordinator
J. L. Mann High School
61 Isbell Lane
Greenville, S. C. 29607

Dear Alice:

This letter will confirm your involvement in Furman's "Educational Perspectives on the Working World" course this summer. Your presentation of the EBCE program is scheduled for approximately 10:30 a.m. in Room 127 of the Science Building. We will have a screen and slide projector available; if you need anything else, please let my secretary know.

I hope you will also be able to join the participants, lecturers and NAB advisors for lunch at noon on June 8 in the Conference Room of Furman's Student Center. If you can't make it, will you tell my secretary by June 4?

Sincerely,

Judith T. Gatlin
Director of Career Programs

JTG/sw

MEMORANDUM

To: Alice C. Badenoch

From: Helen Smalls

Re: "Perspectives In The Working World"
Dr. Judith Gatlin, Furman University

Date: May 28, 1979

I am enthusiastically planning to work with Dr. Gatlin in the summer program for teachers throughout the District of Greenville County.

Dr. Gatlin has scheduled some interesting resource people in various areas of the world of work.

I am doing a three-hour presentation on "Classroom Skills and the Work Environment." Also, a 1-1/2 hour presentation on "Problems of Minorities in the World of Work." I will also be able to observe some of the participants in their various community work settings.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

Tentative Agenda

South Carolina Career Education Conference
May 1, 1979
Columbia, South Carolina

9:00 - 9:15	Welcome	L. L. Lewis, Director Office of Vocational Education
9:15 - 9:30	Comments from State Dept. of Education	Charlie G. Williams State Superintendent of Education
9:30 - 10:00	"The Potential of Career Education" Keynote Speech of Conference	Herbert B. Tyler Richland School Dist. II
10:00 - 10:15	Break	
10:15 - 10:30	South Carolina State Plan for Career Education (Overview and distribution)	
10:30 - 12:00	MODEL PROJECTS (presentation and display)	Trident Technical College York #1 Spartanburg #5 Lexington #2 Charleston County
12:00 - 1:00	LUNCH	
1:00 - 2:00	MODEL PROJECTS (presentation and display)	Richland #2 Lexington #5 S.C. School for the Deaf and Blind Anderson #5 Greenville County S. C. Occupational Information System
2:00 - 2:30	SPECIAL INTEREST SESSIONS (conducted concurrently - 30 minutes in length) Choose Two:	
	Car. Ed. and Elementary School	Denard Harris
	Car. Ed. and Middle School	Judy Starnes
	Car. Ed. and Secondary School	George Coan
	Car. Ed. and Guidance	Larry Gregory
	Car. Ed. and Local School District Planning	Dale Holden
2:30 - 2:40	BREAK	
2:40 - 3:10	SPECIAL INTEREST SESSIONS CONTINUED -	
3:10 - 3:30	State Department of Education Career Education Resource Documents (overview and distribution)	

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

May 4, 1979

Mrs. Alice Badenoch
J. L. Mann High School
61 Isabell Lane
Greenville, SC 29207

Dear Alice:

Ellen Hayden and I were extremely pleased with the response to the model site presentations that were given Tuesday. The overall reaction of the participants was extremely favorable. Many commented on how well-organized, informative and helpful the presentations were. For this, we are most appreciative and would like to thank you for contributing substantially to the merit of the conference. We are very much aware of the amount of time involved in preparing such a presentation and am most grateful for your unselfishness.

Best wishes to you in the continuation of your career education efforts. If there is any way in which Ellen and I can reciprocate your kindness, please do not hesitate to contact us.

Sincerely,

Mary M. Newton

Mary M. Newton
Career Education Planning
Coordinator

bz

MEMORANDUM

To: Alice C. Badenoch

From: Helen Smalls

Re: Summer Science Workshop for the Gifted and Talented
Betty Reagan, Mann High

Date: May 28, 1979

I am going to do a career education presentation on careers in science and math. I will focus on the employment outlook for various science and math careers.

The students will also be given the type of high school courses required and recommended for these career areas.

I will present statistical data on the number of men and women in several science-related areas. Also the employment outlook for a decade (1975-1985).

The students will also be involved in various science job-related activities essential for the world of work.

Approximately 100 students are expected to participate.

MEMORANDUM

To: Alice C. Badenoch

From: Helen Smalls

Re: National Guidance Convention
Las Vegas, Nevada

Date: April 17, 1979

The American Personnel and Guidance National Convention was as stimulating and informing as it was last year.

I was able to get some new materials and also take a look at some updated materials that are presently in our resource center.

Lillian Simpson, Director of Guidance for our School District, and I attended different sessions. This enabled us to gain much knowledge and obtain more materials.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

March 7, 1979

MEMORANDUM

To: Alice Badenoch

From: Clelia Hendrix, Director of Staff Communications

Thank you for sharing your newsletters about E.B.C.E. We have disseminated copies to all PTA presidents in this district, to chairmen of the school Citizens Advisory Committees, to members of the Board of Trustees, and to real estate companies that work with location of new families in Greenville County. Selected members of the District Office staff have also received copies.

It is always good to know of progress made in your project. Surely many students will be better prepared for a life of work after their experiences in Experience Based Career Education at J. L. Mann High School. I just wish all of our students could have had this opportunity for job exploration.

CDH:hd

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

March 7, 1979

Mrs. Alice Badenoch
Career Education
J. L. Mann High School
61 Isabell Lane
Greenville, SC 29607

Dear Mrs. Badenoch:

Listening to your description of the Experience-Based Career Education Project at J. L. Mann High School was a most profitable activity for the Office of Vocational Education staff. We thank you for taking the time to make that long, early-morning journey to Columbia. You addressed our questions in a lucid, candid fashion and we appreciate your willingness to share with us.

I have tentative plans to work in the Greenville area in early April. If your schedule permits, I would like to contact you and visit Mann.

Again, our thanks to you for the excellent presentation.

Sincerely,

L. L. Lewis, Director
Office of Vocational Education

ETH:csc

1979-80

EBCE COORDINATOR - Job Description

The EBCE* Coordinator in a given high school shall have these responsibilities during the final three periods of each school day:

1. Establish and maintain responsible behaviorial standards for EBCE students, through use of in-house procedures and community monitoring.

2. Handle necessary recruitment details with prospective EBCE students (explaining course objectives, legal constraints, scheduling constraints, behavioral expectations et al).

3. Organize and provide structured orientation for EBCE students prior to cluster exploration.

4. Schedule and conduct weekly guidance sessions for EBCE students.

5. Assist in community scheduling of EBCE students and maintain close contact with EBCE Site Coordinator.

6. Serve as liaison person and advocate for career education in the given school.

7. Provide job placement services, as possible, for students in the given school.

*EBCE (Experience-Based Career Education) is offered for elective credit to a maximum of 40 students in a given school.

M E M O R A N D U M

To: Dr. William L. Stubbs
From: Alice Badenoch
Re: Your Request Relative to EBCE Conference Travel
Date: January 30, 1979

Attached is a calendar of EBCE conference travel during the total funding period.

EBCE CONFERENCE TRAVEL

1976 - 1979

March, 1976	Philadelphia, PA. Pre-proposal seminar to familiarize prospective grantees with EBCE concepts	Badenoch, Kay, Gordon
October, 1976	Atlanta, GA. HEW call meeting for grantees.	Badenoch, Gordon
November, 1976	Houston, TX. National Commissioners Conference on Career Education.	Badenoch, Kendall, Chastain
December, 1976	Bradenton, FL. Recommended visit to Manitee Junior College Career Education Consortium.	Badenoch, Kendall, Gordon
February, 1977	Dallas, TX. Regional Seminar on Dissemination	Badenoch
April, 1977	Athens, GA. Evaluation	Kendall, Gordon, Smalls
May, 1977	Florida. Job Placement Conference	Smalls
May, 1977	Michigan. Career Education Programs in Flint area.	Kendall
June, 1977	Philadelphia, PA. RBS lab and nearby EBCE program.	Gordon
July, 1977	New Orleans, LA. RBS seminar	Badenoch, Smalls
September, 1977	Atlanta, GA. HEW Call meeting	Badenoch, Shirley
November, 1977	North Carolina, Math Association Seminar	Bishop
December, 1977	New York. English Association Seminar	Mathis
March, 1978	Washington, DC. EBCE National Convention	Badenoch, Kendall,
March, 1978	Mobile, AL. EBCE Site visit and evaluation	Badenoch
February, 1978	Charleston, SC. Health Fair	Utsey
March, 1978	Bradenton, FL. Manitee Junior College Math Lab	Bishop
April, 1978	Washington, DC. National Guidance Conference	Smalls
June, 1978	Washington, DC. HEW Offices re Transference	Badenoch, Kendall
October, 1978	Boulder, CO. Manpower Conference re CETA Linkages	Badenoch
January, 1979	Daytona, FL. Site visit	Kendall
January, 1979	High Point, NC. Site visit and evaluation	Badenoch
	Anticipated and Approved Trips, 1979:	
February, 1979	St. Louis, MO. National Seminar on Handicapped Children	Baldauf
April, 1979	Las Vegas, NV. National Guidance Seminar	Smalls
May, 1979	Winston-Salem, NC. Grantsmanship Seminar	Badenoch

In addition, Mr. Kendall and Mrs. Badenoch made a number of trips to Columbia relative to the State Career Education Planning Committee

-The Greenville News—

Greenville, S.C.,

May 15, 1979

Board of Trustees agrees on local funding for EBCE

Teacher raise OK'd; programs restored

By ANN GREEN
News staff writer

Trustees of the Greenville County School District voted Monday night to stretch a tight budget as far as possible for next year — giving teachers a 7 percent pay raise and restoring many positions and programs recommended for elimination by the administration.

The trustees also decided to take a huge gamble and try to get by with a $3,000 contingency fund — a move that prompted at least two trustees to warn fellow board members they are "playing with fire" if they adopt a $70 million budget and keep so small an amount in reserve.

The trustees met for a final workshop session on the 1979-80 general fund operating budget. They were presented a list of items they had asked district finance officials to reconsider by running cost estimates on the items. The trustees wanted to see just how much of a recommended $1 million contingency fund would be eaten away if the items were paid for with the reserve money.

After looking at the total cost of the items, $996,919, the trustees, by voice vote, adopted the list. With that action, they tentatively have included in the new budget items ranging from the continued employment of 25 reading specialists to local funding for the Experience Based Career Education program at four high schools.

Budget on June meeting agenda

Adoption of the new budget is expected to be placed on the agenda of the board's June meeting.

In discussion before the workshop vote was taken, the trustees voiced support for the proposed 7 percent pay raise for district employees. Trustee Ray Shockley said Monday he is in favor of teachers "getting as much a pay raise as they can possibly get."

And Trustee Donald Kilgore noted that perhaps the proposed hike is really not sufficient. With "double-digit inflation" and estimates of a 10 percent increase in the cost of living, a 7 percent pay raise for teachers is really just a 3 percent decrease, he said.

While the trustees seemed in total agreement Monday on giving the teachers their pay hike, they were not in harmony on the matter of operating with a $3,000 contingency fund.

Trustee Rodney Acker called the action "ridiculous," adding that the move is "no way to run a school district."

District has history of underspending

However, Trustee Melvin Younts said the district has a history of underspending by "about 2 percent," and if the trend continues during the new fiscal year, that will mean an additional $1.5 million to the district.

The trustees also have expressed concern that, in terms of revenue, a projection of growth of assessed valuation is too low and should be raised from 6 percent to 7 percent.

The trustees eventually decided to go with the low contingency fund and recommended approval of the list of items to be restored to the budget. But they added a special provision — that district finance officials be directed to take a

(See Schools, p. 9-A)

Schools

closer look at estimates of district expenditures and revenues, particularly during the next three months as the district gears up for the new school year.

Trustee Joe Imholz said that traditionally, projections of expenditures have been overstated and projections of revenues have been "very conservative."

Acker said he saw no point in asking the finance officials to "continue to play with the figures."

But the trustees voted 9-1 to go ahead with the proposal, with Acker voting no. Voting in favor were Imholz, Shockley, Kilgore, Younts, Carolyn Batson, Ralph Chandler, T.G. Chappelear, Bob Dillon and Sarah Manly. School board chairman Harley Bonds abstained. Trustee George Morrow was absent.

Bonds, who had warned the trustees they could be "playing with fire," said he abstained because he is not comfortable with the $3,000 contingency fund and because the success of the new budget will be riding "on a lot of guesswork."

Other positions and programs to be included in the new budget are three

(Continued from p. 1-A)

music teachers who had been recommended for elimination, extension of the gifted and talented program to the 6th grade, and the placement of one reading or math lab in each high school.

Funding for EXCEL — the excellence in education program founded by Jesse Jackson and piloted in the district during the latter part of the 1978-79 school year — is not included in the recommended budget.

District officials have expressed hope that the program can find alternate revenue sources, perhaps from the local community. District Superintendent Floyd Hall said that on a recent trip to Washington, D.C., he learned that $2 million has been made available to expand the program across the country in places like Memphis. The Greenville district may be able to come under the wings of that expansion drive and secure a chunk of the $2 million, he said.

Budget cuts can really hurt

By ANN GREEN
News staff writer

Alice Badenoch read in the newspaper about the program and personnel cuts recommended in the Greenville County School District's budget for 1979-80.

Among those proposed cuts was "Experience Based Career Education" — a program she has spent three years developing. For Mrs. Badenoch, coordinator of EBCE, reading that the program might be axed must have been a little like watching three years of her life go down the drain.

Under her care, EBCE has grown into one of the school district's shining stars.

Begun as a federally funded, three-year demonstration project at J.L. Mann High School, EBCE has given students the opportunity to experience the work world while earning high school credit.

This year, the program was expanded to Eastside and Wade Hampton high schools, and personnel at Woodmont High School were trained to begin the program there next year. About 100 students currently are involved in EBCE.

Businessmen in the community and parents raved about the pro-

(See Program, 2-D)

The Greenville News
Friday, May 11, 1979

Program

(Continued from p. 1-D)

gram. Student participants wrote glowing testimonials about EBCE. School trustees praised it. Visitors from other school districts even came to Greenville for a closer look at the program and how it operates.

These days, Mrs. Badenoch must be wondering if all the success, all the praise, is sufficient to save the program.

"Personally, I don't know anything else to do," she said recently. "Naturally, I believe in what I'm doing. So I have to say I feel we're all going to lose out if the program is killed. And the students feel this, too."

School trustees this week were told it will take $55,000 to maintain the program in the district at a bare-bones level next year.

The dilemma being faced with EBCE is the dilemma of almost any district that undertakes a federally funded project. What happens when the federal money runs out and the local district is asked to assume the funding of the project?

"The federal government supplies the development money for these programs," Mrs. Badenoch said. "The Office of Education and Research believes in improving education by developing new programs. So the federal government came in and gave us money to develop EBCE. But the government will not give us money to operate the program."

She emphasized the distinction between development funds and operation funds. By making that distinction, the federal government gives the local school district the option of dropping an experimental program if the district feels the program is a flop.

"It's the whole philosophy behind the federal government and education," she said. "People don't want to have the federal government telling them how to run their schools."

Mrs. Badenoch said she thinks she has a solution to the dilemma. "Any school board needs to think years ahead — three years down the line in projecting what they're going to do," she said.

"In our case, they needed to realize that the money was running out, and they should have been out here looking at the program and seeing what we were doing."

PART II

GREENVILLE PIEDMONT— Monday, April 16, 1979

Halfpage Feature Article with two photographs

Mock trial helps students learn legal procedures

By JOE EARLE
Piedmont Staff Writer

The facts in this trial were real. One car was turning from a busy highway onto a side street when it was struck by another car.

But the lawyers weren't licensed attorneys. They were still in school. High school.

It was the case of Scarlett O'Hara vs. Suzanne Somers, the nom de parties adopted for plaintiff and defendant. Miss O'Hara wanted $25,000 for her injuries in the wreck. Miss Somers counterclaimed for $5,000 for her injuries.

The judge was attorney David Freeman. The plaintiff, defendant and jurors were employees or past employees of the Wyche, Burgess, Freeman and Parham law firm.

The trial, held in the law firm's library, was part of the Greenville County School District's experience-based career education program.

The 3-year-old program, created with a federal grant, gives high school juniors and seniors a chance to see what jobs in the workaday world are like.

Between 90 and 100 students at three high schools are in the program this year, said coordinator Alice Badenoch, and 140 students at four of the district's 15 high schools are enrolled for next year.

The legal program is one of 17 "cluster" programs for the students, Mrs. Badenoch said. The program also has students working in newspaper offices, radio stations, hospitals, the Greenville County Planning Commission — some 130 businesses in all.

The $400,000 provided by the federal government to create and operate the program for its first three years runs out this year, Mrs. Badenoch said. She has requested $30,000 from the school district to continue the program for another year.

During the nine-week cluster, the students go to their "jobs" for two hours two days a week, take English for two hours two other days, and take an hour of English and an hour of counseling on the fifth day.

Mann High School students Chuck Barrett and Mellodee Cooper, both 17, and 16-year-old Sally Pyle and Eastside High School student Katie Smith wanted to find out what it was like to be a lawyer.

So their program included visits with the 13th Circuit solicitor's office, the Greenville County public defender's office, and time in a private law office drawing a mock will or researching a title.

And the trial.

Lawyers at the Wyche firm took the facts from a real wreck suit and came up with the O'Hara-Somers suit. Then they turned the legal work over to the high schoolers.

The students, coached by lawyers in the firm, prepared the complaint, answer and counterclaim, and took depositions.

"Part of their experience is just to watch," said lawyer Larry Ethridge, one of the coaches. "But in a law office, that's not meaningful, so we tried to set up model or moot projects. They've really required very little coaching. They've done all the work and I've just had to harass them a little bit."

The O'Hara-Somers case went to trial one recent Friday. Miss Pyle and Miss Cooper represented Miss O'Hara and Barrett and Miss Smith represented Miss Somers.

The students huddled with their coaches for last-minute tips — the difference between an opening argument and closing argument, the rules of evidence, what they would have to prove, how to cross-examine a witness and other useful pointers on courtroom procedure.

The witnesses — Miss O'Hara and Miss Somers — were sworn in with their hands on a law book and were examined and cross-examined by the young lawyers.

The jury was out about 10 minutes.

It found for the defendant on the complaint and the plaintiff on the counterclaim.

Nobody lost.

—Alan DeVorsey

'Attorneys' Sallie Pyle, left, and Mellodee Cooper

. . . prepare to go to trial

—Alan DeVorsey

As 'Judge' David Freeman and jury watch, Sallie Pyle questions witness

. . . in the mock trial conducted by four high school students considering careers as lawyers

March 8, 1979: WFBC-TV 6 o'clock News Broadcast; State Career Education Consultant, Ellen T. Hayden, described EBCE from State viewpoint.

March 16, 1979: ETV Channel; 15 minute talk with State Career Education Consultant, Ellen T. Hayden, who described EBCE program in Greenville.

EDITORIALS

Schools' career interns pay dividend

Experience Based Career Education is more than a fancy title for approximately 90 students and more than 100 businesses in Greenville County.

Through a joint enterprise of schools and business firms, these students have received intern exposure to conditions they will face in later careers.

Now the program is threatened by the loss of federal funding in July. The school district must decide whether it wants to continue this bridge between the classroom and community.

The project is basically sound. Students spend six hours per week in an office or firm after passing a proficiency test on their potential career area.

The firms provide the equipment, supervision and space. The high schools furnish the interns.

In this kind of relationship, the students learn not only a deeper appreciation of the free enterprise system but a better concept about their own future.

Because it benefits both the educational process and the community, EBCE deserves serious and open-minded consideration when the school board decides whether to include the program in its new budget.

The expenses are minimal. Essentially, it requires a fulltime person, a telephone, gas and a few supportive materials.

Based on its initial results, this form of vocational training is a bargain and an investment.

Program teaches teachers about jobs

By BRENDA PASCHAL
Piedmont Staff Writer

BUSINESS
FINANCE

Area students may be learning about the world of work from people who have never experienced any job but teaching.

So, as part of a program to give teachers a better understanding of other kinds of work, 30 teachers are looking for summer jobs in local business and industry.

The National Alliance of Business, sponsor of the summer employment program for teachers, believes the program can help students get a better understanding of the working world.

Career education has traditionally been through "infusion," said Ron Shumaker, director of the NAB in Greenville. The assumption is that teachers would, through their daily teaching, let students know about the world of work.

But, the NAB metro director said, teachers sometimes don't realize the pressures, demands and responsibilities workers face in private industry.

"Teaching is work," said NAB metro chairman Julian Turner, "but it's mental and people who leave the classroom go out into a different world."

Turner, who is also executive vice president of Bankers Trust, and Shumaker, assistant vice president at the bank, said the NAB's national goal is to fight unemployment and underemployment in certain groups, including youth.

"Unemployment in Greenville isn't nearly the problem it is in other areas where the NAB is working," Shumaker said. "Our unemployment is not nearly as bad as our underemployment."

A look into the local underemployment problem, he said, focused on youth — and the transition from dropout, or even graduate status, to the working world.

Sometimes, he said, a youngster spends $24,000 and comes out of college with no job available in his particular field.

Exposing teachers — one from each high school and one from each middle school — to private business and industry jobs would create a network of teachers to serve as distribution people for career education, Shumaker said.

In the program, employers will pay the teachers the going rate for the job they do. Some probably will earn minimum wage, Shumaker said.

The first day on the job, they will fill out all applications and tests.

"We want them involved in going through personnel (departments)," he said. During their five weeks on the job, Shumaker hopes teachers will be exposed to three different areas of the business.

Teachers will work four days a week and each Friday attend classes at Furman University. The national NAB will pay the $6,000 cost of the classes at Furman.

The program is expected to continue in future years, Shumaker said, but no more than 30 teachers will participate each year.

At a luncheon meeting today at Furman, NAB officials were to explain the program to about 25 representatives of local businesses and industries.

Shumaker said he would like to have 30 businesses participate in the program.

Another phase of the NAB interest in career education is aimed directly at students. Shumaker said a career development system which can be used one hour a week or as a full course, is being considered as a pilot project in one of the county's eighth-grade classes.

If the course is approved by the district, he said, the NAB will continue to seek funds from the Appalachian Council of Governments to train one teacher.

The program for eighth graders would focus on awareness — what is expected of them in a job — not making career decisions, Shumaker said.

"A lot of kids don't see good work habits at home. When they get on the job they're told 'be here at 8: 30 or go somewhere else.' They learn too late there aren't any jobs like that," he said.

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Also aired on EFBC-TV,
6 o'clock news broadcast,
March 28, 1979

Publicity on "ECE for Teachers," a Summer Program Developed and Sponsored Co-jointly by the National Alliance of Business, Furman University, and the School District of Greenville County

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VOLUME 11, NO. 6 FEBRUARY 1979

Communiqué

The School District of Greenville County
Box 2848 · 301 Camperdown Way · Greenville, South Carolina · 29602 · 803/242-6450

EBCE Program Expands To Eastside, Wade Hampton

College-bound students who just don't know for sure what they want to be, students who can't decide whether or not college is right for them, students who don't want to go to college but don't know the kinds of jobs for which they are best suited – all are greatly profiting from the EBCE (Experience Based Career Education) Program, now operating in three of the district's 15 high schools.

In its third year at J.L. Mann High, the program has been expanded this semester into Eastside and Wade Hampton High Schools, and plans call for its implementation at Woodmont High in the fall. The first such project in the Southeast, the J.L. Mann program is in its third and final year of federal funding, but steps are being taken to incorporate the program into that school's curriculum. Continuation of the programs at Mann, Eastside, and Wade Hampton and the addition of the program at Woodmont in the fall would give about 160 students, mostly juniors and seniors, a chance to participate in this on-the-job career education.

The program, operating at capacity enrollment in all three current sites, allows a high school student to go out into the business community and experience first-hand something of a field which he is perhaps considering as a possible career. This job experience may show the student that the career he has long dreamed of is all wrong for him. Then, with the help of counselors, he can choose another field to explore, and, working on a one-to-one basis with an adult professional in that field, he can see how his own talents and abilities will fair in the work-a-day world.

Wade Hampton EBCE Students Explore Career Possibilities

More than 100 area businesses have "hired" these EBCE students in almost 500 jobs. The sky's the limit for the student: he can explore such fields as medical science, communications, advertising, mechanics, law, forestry, electronics, and social work. EBCE, continues to open new doors for student exploration as the program expands within the school district.

Alice Badenoch of J.L. Mann, the program's coordinator, is a vigorous proponent of the program and its underlying philosophy – that students "are more motivated if they know where they are going. They are more goal-oriented." She also explained that the program helps the student learn that "he is responsible for his own actions and his own choices."

Mrs. Badenoch points out that such career education attempts to integrate *all* of a student's experiences into a fulfilling, meaningful work life. The EBCE program is serving vocational students

Continued next page

Volume II, No. 6
February 1979
COMMUNIQUE,
a publication of
The School District
of Greenville County

Eastside EBCE Student Studies Forestry

and college-bound students, including many from the Gifted and Talented Program.

The motivation that students develop while they are discovering how best to apply their personal ambitions and talents in the world of work carries over into all course work, Mrs. Badenoch explains. Bill Ehlen, the EBCE teacher at Wade Hampton, agrees: "A student who goes to work in the office of a car dealership for training in business management and is chewed out by his boss because letters he writes are sloppy in appearance or are full of misspellings and grammatical errors will begin to sit up and pay more attention in his English class."

The fledgling programs at Eastside and Wade Hampton operate like the model at Mann. Each student who is accepted into the program spends the first two weeks reading about his chosen "cluster" area and taking aptitude tests. These tests help the counselor and student find the right job assignment for him. While on the job for six hours each week, the student interviews fellow employees to determine how they feel about their careers, and he keeps a notebook detailing how he feels and what he is learning.

At the end of nine weeks, the student may change jobs, if he chooses, in order to explore some other area within his cluster. For example, a student with medicine as a cluster area might explore nursing for nine weeks and then switch to physical therapy for the second half of the semester.

"I think the program's fantastic!" said Martha Edwards, the EBCE teacher at Eastside, who like Bill Ehlen, is a trained counselor. "I just can't wait for the students to really get into it," she said, adding that though the program is brand new at Eastside, she has already received more than 20 applications for next fall's classes. Mr. Ehlen, too, says he already has more applicants for the fall than he has spaces.

The benefits of the EBCE to the student are obvious and important, but they reach much farther than the student. Employers of EBCE students report that the students' on-the-job supervisors seem to find a greater sense of importance and pride in their own jobs. Teachers report that EBCE students become more serious about school, and parents see their children become more responsible and self-confident.

EBCE is, in short, a bridge for students from uncertainty to experience, the kind of experience that allows them to make educated choices now for their futures.

Communiqué
Official Publication of
THE SCHOOL DISTRICT OF GREENVILLE COUNTY
Box 2848 • 301 Camperdown Way
Greenville, South Carolina 29602
Dr. J. Floyd Hall . . . . . Superintendent

• community report

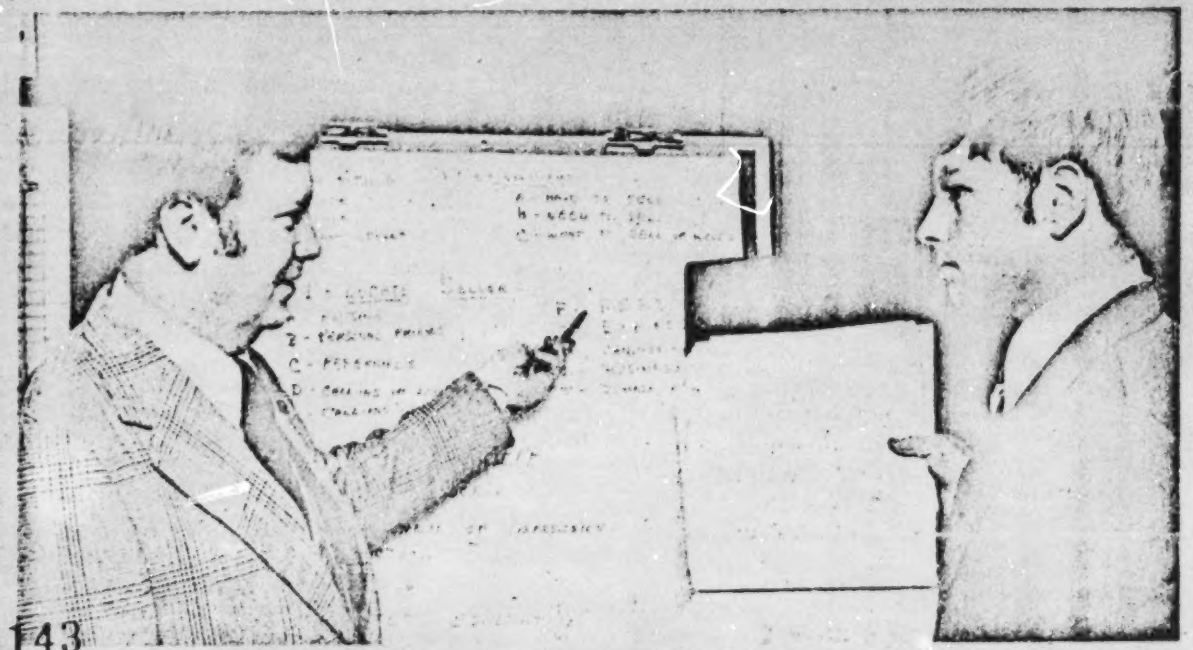
The School District of Greenville County

February, 1979

Senior From J. L. Mann High School Learns Basics Of Real Estate Through EBCE Program

Bill Guest, a senior at J. L. Mann High School, has wanted a real estate career since he was six years old. This year, through the School District of Greenville County "Experience Based Career Education" program, Bill learned what the real world of real estate is like.

For two mornings a week during November and December, Bill joined Cothran-Sims-Barker, Inc., a Greenville real estate firm. He accompanied salespeople on appraisal trips, sat in on training sessions, and talked with people in the organization about their business specializations. Bill learned some real estate basics, such as setting prices on property, attracting out-of-town buyers, what communications skills are needed and where to get special training.



Charles Sims (left), co-owner of Cothran-Sims-Barker, Inc., discusses basic real estate salesmanship with Bill Guest.

What many entering salespersons learn by hard experience, Bill already knows: He should save six months income before entering the business. This will help tide him over during the initial period as well as sustain him during the dry spells most real estate salespersons face.

Bill also worked at Citizens and Southern Bank, primarily to learn more about property appraisal. This month he is beginning night school courses in real estate.

He believes the career education program is of "real value because it helps people to go out and find out what their interests are. They have a chance to choose a career before it's too late. This gives them a headstart to find out what they like."

The principals of Cothran-Sims-Barker have expressed their pleasure at Bill's participation in the company, and are enthusiastic about the value of Experience-Based Career Education. Charles Sims said, "When we heard Bill say that the objective of a real estate business should be service to the public, we knew that our business philosophy had gotten through to him. We also expect Bill to be a substantial contributor to the community."

community report

The School District of Greenville County

February, 1979

Career Education Program Expanded

A federally-funded career education program begun at J. L. Mann High School is being expanded this semester to Eastside and Wade Hampton High Schools, according to Mrs. Alice Badenoch, project coordinator.

About 100 area businesses, industries and agencies are enabling students in the Experience Based Career Education (EBCE) program to experience the workaday world and receive high school credit.

The program's expansion increases participation from 40 students to about 100.

Started as a three-year demonstation project by the federal government, the program next fall will be extended to Woodmont High School.

High school juniors and seniors of all abilities, backgrounds and interests voluntarily spend six hours each week sampling from more than 400 jobs. Because the students are not expected to be productive, no wages are paid.

(Continued Inside)

THIS ISSUE

High School Career Education Program is Expanded. See Inside.

Many High School Girls Decide Against Scientific Careers Despite Opportunities. See Inside.

(Continued from front page)

The first two weeks of a semester in EBCE are used for group guidance and orientation. The students then select a career cluster for exploration, including **health, law and justice, engineering, computer science** and **business management.** If the job exists in Greenville County, an employer is available.

After making this decision, students are required to pass, with a minimum proficiency, a test based on readings about their career area.

During the nine-week exploration, a student may work on a one-to-one basis with adults in four or five different jobs within a career. For example, a student exploring health careers might divide his time between anethesiology, rehabilitative therapy, optometry and veterinary medicine.

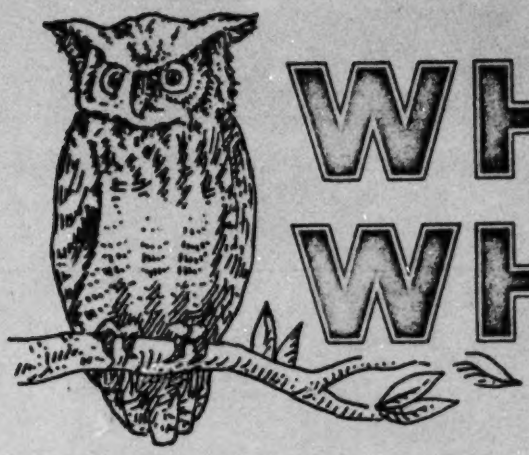
Another quarter the student may choose either to explore a new career area or to learn more about a site already visited.

Although some employers stress observation by the students, when legally and technically possible the students actually perform work.

During their exploration, students keep journals detailing their work life. At the end of the term, they are both re-tested and asked to assess their experiences.

According to Mrs. Badenoch, the EBCE program has been beneficial to the students. They have realistic career expectations and develop poise and self-confidence. In the classroom, they improve in attendance, develop good work habits and have few administrative referrals. In math and English, they progress as well or better than students in more traditional classrooms.

One businessman praised the EBCE program because he believes it helps young people to understand the free enterprise system. Another employer believes it will increase future employee commitment and motivation. Still another employer believes the program benefits his own employees' feelings of satisfaction and accomplishment through their work with students.



WHO'S WHOO

PEOPLE · GOING, GROWING, KNOWING

Volume I, No. 1 *January, 1978*

ALICE BADENOCH, EBCE coordinator at J. L. Mann, recently participated in a conference in Boulder, Colorado, on work-education councils. The conference was called by the National Manpower Institute. Mrs. Badenoch's warning that the CETA school programs could lead to resegregation was noted in the November 13 issue of Education U.S.A.

WHO'S WHOO--a new publication of the School District of Greenville County--will appear monthly. We are hungry for personal news about people in your school or office, so please send us your newsworthy items.

Student publication
Eastside High School

THE EAGLE'S CRY

"Some men see things as they are and say why; I dream of things that never were and say why not?" — RFK

30¢

Vol. IX, No. 4 Wednesday, December 20, 1978

Martha Edwards

EBCE Program Expands To Eastside From J.L. Mann

by Danny Gentry

An opportunity new to Eastside students will be available for the spring semester. This opportunity is a program labeled EBCE. EBCE stands for Experience Based Career Education.

EBCE is a program for students in career exploration and internship. Students involved in EBCE have the opportunity to venture out into the business world to sample at first hand various career areas. Some of the career fields to be explored are Architecture-Building, Clerical-Computers, Government Services, Law-Justice, Money-Banking and various health careers.

However, to participate in the program, a certain subject schedule for the last three periods of the school day must be arranged. As an example, on Mondays and Tuesdays, the EBCE student might take two hours of English and have an early dismissal at 2:00. Then on Wednesdays and Thursdays, the student would go to a business associated with his/her career choice and work for three hours until school would regularly end at 3:00. Fridays would be reserved for career counseling and one additional hour of English.

Ms. Martha Edwards will be the coordinator of the EBCE program at Eastside, and will also be counseling the students in choosing career areas and job placements. Ms. Anne Braswell will be teaching the English classes taken by EBCE students.

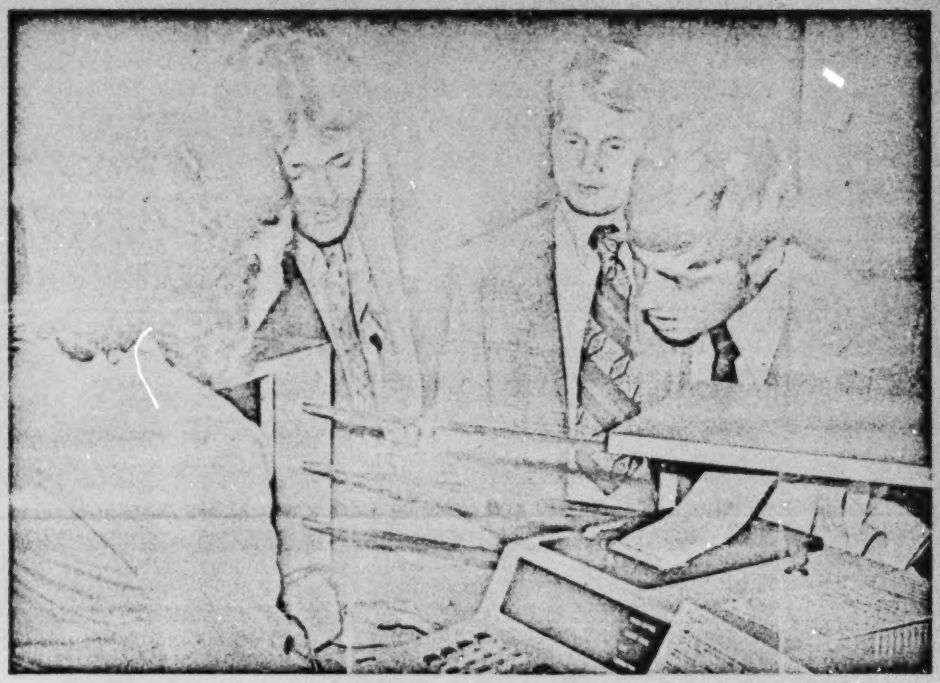
Eastside is the second school in Greenville County to be able to offer the Experience Based Career Education program to its students. J.L. Mann was federally funded to start the program two years ago. The initial agreement stated that in the third year of the experimentally-designed program, J.L. Mann must branch EBCE to other area high schools. Eastside and Wade Hampton were the schools chosen for this honor. The EBCE program is taking place in other parts of the country, but Greenville is the only location in South Carolina.

Response to the program by EHS students has been good. Only 30 students will be allowed to take part in the program planned for the second semester. Because of the demand for the program, seniors will be given priority in participating in EBCE. To rally student interest, one career day was planned. Women from the business community spoke to the students about their own non-traditional business roles.

When Ms. Edwards, EBCE coordinator for Eastside, was asked how she felt about the program and student response, she commented, "I am very enthusiastic about the student response to the program and feel that it will fill a real need. Also, I feel that students realize this opportunity and will take advantage of it."

EBCE not only provides career experience for students, but also allows students, faculty and the business community to work together.

ACTION PEOPLE
A publication of The C&S Corporation



TELLER DIANNE YOUNGBLOOD explains a few checking account procedures to J. L. Mann High School participants. Observing the Action Bank's way of doing things are Chuck Barrett (left), Bill Kendall (middle), EBCE community resource coordinator, and Bill Guest.

Students take school to Bank

"There's more to a bank than just a money place. It's really a pretty big business . . . . like a corporation. You talk to the general public, and you're interested in them . . . . the people . . . . instead of just their money." This was Chuck Barrett's comment after he spent two days observing and working at the Laurens Road branch of C&S in Greenville.

Chuck and Bill Guest are participants in the Experience Based Career Education (EBCE) program at J. L. Mann High School. They and their fellow 10th, 11th, and 12th grade students spend six hours per week exploring careers available in the community. C&S is one of the more than 50 businesses and industries that provide job experience to the students.

Chuck is interested in law as well as banking, while Bill is looking more closely at real estate. Roy Cook, a student who was involved in the program several years ago, is now majoring in Business Administration at Francis Marion College. His decision to go into business and banking is a direct outgrowth of his experience with C&S.

Roy, Bill, and Chuck are fine examples of the young people now discovering the challenges and opportunities of banking careers.

In-house publication of
Citizen's and Southern Bank

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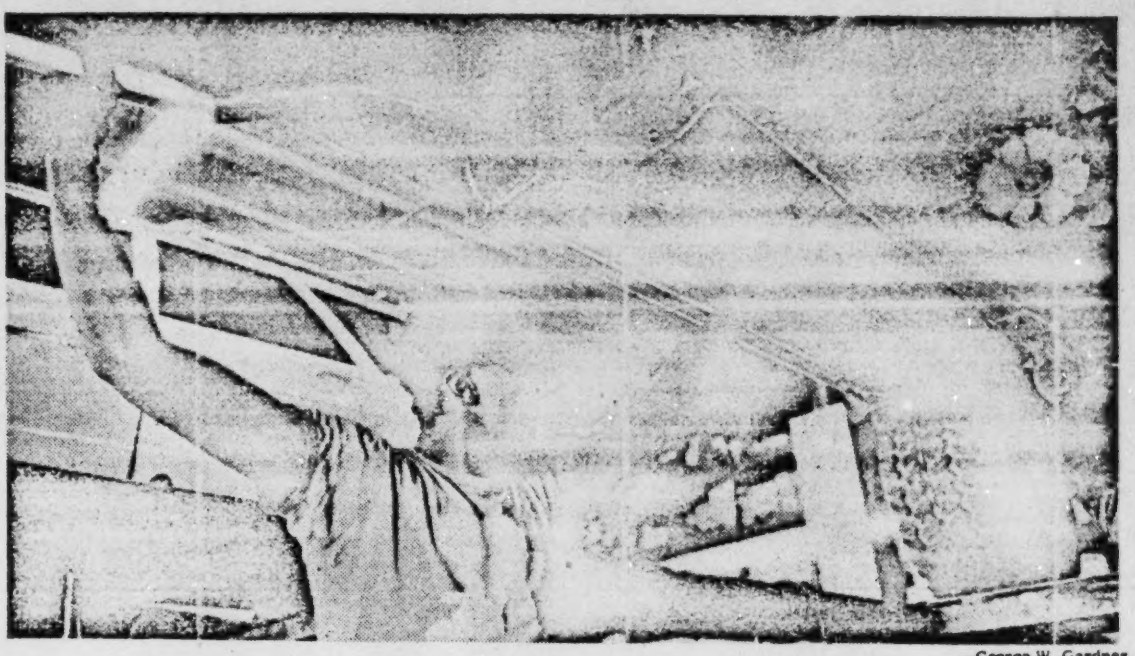
VOL. 7, NO. 9, NOVEMBER, 1978



—George W. Gardner

Michael Dawkins works at a muffler shop during the summer

. . . he hopes to be a mechanic after graduation

Teen 'lucky' to get summer job

By GIGI MOSES
Piedmont Staff Writer

Michael Dawkins talks like a 17-year-old who's streetwise to being out of work.

He knows about it mostly from his friends who end up "just hanging around street corners an. getting into trouble" during hot summer months.

Michael's been lucky.

Last year his cousin, a busboy at a steakhouse, landed Michael a job clearing dishes for $60 a week.

"We really worked hard and got paid nothing," says Michael.

This summer a "lucky spot" in a federally funded careers program at J.L. Mann High School netted him a better connection.

For $120 a week, Michael installs mufflers and shock absorbers, unloads trucks and does "just about anything" at Midas Muffler.

He works six days a week, from 8 a.m.-6 p.m.

Michael thinks he'd like to be a mechanic, so he figures the job is more important than that $120 a week.

"It'll help me later, and let me know if I want to do this or not."

Michael gives his mother about $20 a week and puts the rest in the bank — toward a car.

He's the only one of the five children who works. Three of them are too young and one attends Greenville TEC. His mother operates machinery for a textile equipment company. His father is a line supervisor.

After high school graduation next year, Michael hopes to go to Greenville TEC to learn mechanics and to get a job.

The summer job and the tips he's been given at school will help, Michael believes.

He says some kids are exactly what employers sometimes expect them to be -- lazy and irresponsible.

"You have to prove to them you're not like that. Like you can't slouch, or use slang."

Michael says a lot of the trouble with getting a summer job "is just that you're young."

He's not sure, or not willing to say, how much of the problem has to do with being black.

But teenagers often make "fatal" mistakes when applying for jobs, Michael says.

Like not filling out the application blank properly.

Or "little things" such as not carrying Social Security numbers, not having a pencil or pen handy, not being on time.

"And some people," says Michael, "don't know how to dress."

A teacher at Michael's high school coached him about those points, even going so far as to help him practice filling out application blanks.

"I didn't know half of it," says Michael.

roject helps youngsters find part-time work

By GIGI MOSES
Piedmont Staff Writer

Schools began absorbing non-academic duties long ago.

Breakfast. Lunch. Health. Vocational training. Transportation. Social activities.

Alice Badenoch wants school systems to take on one more duty: Help youngsters get part-time jobs.

"This is the logical thing," explains the J.L. Mann High School staffer.

"We're not educating people to be educated. We're educating them to work. Helping students get part-time jobs could be part of the educational process."

Mrs. Badenoch is project coordinator for EBCE — Experienced Based Career Education — a federally funded careers pilot program.

EBCE, funded with $400,000 over a three-year period, places students part time in businesses during the school year.

They get regular academic credit but no pay.

The program's track record is good: Of the 50 students in the program, all who wanted summer jobs got them.

Through the connections of the program. Through the experience gained in EBCE.

And half those were minority youngsters — a group unemployed twice as often as whites.

EBCE offers coaching in work values, poise, and provides bonuses like transportation — all of which low-income youngsters are often left without, Mrs. Badenoch says.

"If I can get a kid so he shakes hands with you and looks you in the eye, it makes all the difference in the world as to whether he gets a job."

She primes them on behavior, coaches them on proper dress before they go into a business.

"If your father works in a factory, why would you know how a banker dresses?" she asks.

EBCE also replaces the often-important community connection that low-income teenagers lack.

"If you're middle class and come from a home where your dad knows a lot of people, he can get you a job.

"And you probably have enough experience in social situations to know how to meet people.

"I've counseled black college graduates. Even they need more help on how to begin."

Black youngsters also need extra coaching to overcome an image problem

"Everybody thinks his own kind is best. An ice cream place is going to hire a cheerleader type, not some black kid."

"Low-income kids appear to be more of a risk."

Low-income teen-agers not only need twice the help to get a job, they often need the job twice as badly, says Mrs. Badenoch.

"Your really low-income kid, if he doesn't have a job, he doesn't have money to go to school. Public school these days is really expensive. It's the extras that cost, but those are important to kids."

Concentrating job-help programs in high schools instead of in regular government centers enables the staff to work more closely with the youngsters, Mrs. Badenoch says.

"Schools have an outside advantage that agencies don't have. We know the student. We know the neighbhorhood they came from. And the student doesn't need transportation to come see me like he would to see Job Service.

"Transportation problems often prove impossible for the low-income youngster." she says. "Buses just aren't designed to get people to work. You've got to get them a job in their own neighborhood."

And the importance of that summer job lasts long after September, says Mrs. Badenoch. A successful work record primes youngsters for the future, she says.

"There's no doubt: A kid who can hold down a job in the summer is apt to move into a more successful career as an adult."

A PARENT'S DESCRIPTION OF THE EBCE LUNCHEON
HELD FOR AREA SUPERINTENDENTS
ON JANUARY 24, 1978

EBCE LUNCHEON

It was quite a gathering! Not your "usual PTSA"---not your "usual pat-'em-on-the-back luncheon"---not your USUAL anything! But then, that's EBCE---unusual, innovative, creative, expressive!

On January 24th, all the "elements" of the EBCE (Experience-Based Career Education) program came together to meld into a time of food, fellowship and fun! Beginning with lunch at one o'clock, the afternoon developed into a sharing of ideas, expectations and accomplishments of the fledgling EBCE program at J. L. Mann High School.

Three "community participants," Mr. Mac Hill, Greenville Piedmont; Ms. Mimi Collier, Greenville Hospital System and Mr. Jack Mahaffey, Family Counseling Services, expressed positive attitudes toward the usefulness of EBCE students in various work situations.

The students, in turn, delighted the group with recollections of their sometimes-humorous, always-practical introductions into the business and professional world. Students giving candid thoughts were Brig Spearman, Brent Clinkscale, George Gardner, Prescilla Walker, Mary Blake and Kay Bender.

Four of five Area Superintendents plus three Mann administrators provided input from a developmental and educational aspect. Area superintendents attending were Dr. Norman Mullins, Mr. Rudolph Gordon, Mr. Roy Greene, and Mr. Dewey Lemons. Dr. William Stubbs, Mrs. Carolyn Borders and Mr. Harold McClain represented the Mann administration. Mr. Hugh Chastain, district Career Education Consultant, was also present.

Interspersed throughout the informal agenda were comments from the EBCE staff. Mrs. Alice Badenoch, Coordinator, introduced Mr. Bill Kendall, who is responsible for Community Development; Ms. Helen Smalls, Guidance; Mrs. Marty Mathis, English; and Ms. Carolyn Bishop, Mathematics. Each gave tangible and specific goals, yet left no doubt that often the greatest accomplishment of the program was the growth of maturity and responsibility in the individual student. Other staff members, Mrs. Texas Baker, paraprofessional; and Miss Joan Yarbrough, secretary/assistant, were also introduced.

Two parents, Mrs. Bobbie Clinkscale and Mrs. Michael S. Bender, encouraged the students, faculty and administration to continue and expand the EBCE program.

Students receive work previews

By CYNTHIA SPIGNER
Piedmont Staff Writer

Several students at J.L. Mann High School are getting a sneak preview of the working world.

They are involved in a federally funded career program, Experience Based Career Education, which allows them to work with professionals. The students also get academic credit for participating in the program.

"The business community is very supportive of the program," said Alice C. Badenoch, EBCE coordinator.

Mrs. Badenoch was confident that the success of the program would ensure its adoption in other schools.

Of the 61 students currently in EBCE, all but two who wanted jobs found them.

"The best part about it is that businesses are under no obligation to hire the students, they do so because they like the student and appreciate his or her potential," she said.

The program, which has been offered three semesters, begins with an orientation explaining the goals of EBCE. Students are allowed to choose several jobs they would like to know more about.

The jobs, including newspaper work, hospital training and mechanics, are from 400 fields throughout the business community.

An exploration period lasting for nine weeks follows. The student visits the jobs he has chosen for six hours each week.

At the specialization phase, the student is given the choice to follow up a job he has visited or pursue something else.

Prescilla Walker, a junior at J.L. Mann, was one of the students who got a job through the program.

Miss Walker, who said she learned "a whole lot" working at the Greenville Piedmont last school term, will be working for the Greenville News this summer as a copygirl.

An honor student, she added that she does not want to become a career journalist, but it was interesting, and she enjoyed her work.

Mrs. Badenoch said the program allows a student to realize that what he thinks he wants may not be what he really wants.

She said the school received a three-year, $130,000 grant to start the program. However, she said the actual cost to operate EBCE after it is begun is close to that of financing a regular class. And, she added, the benefits are more rewarding to both the student and the business community.

Mrs. Badenoch said the school is working to get the school district to handle operational expenses when the federal grant expires next year.

The likelihood of the program transferring into other schools is still being debated.

"We have given high school principals the choice of looking at the program and deciding if it would meet the needs of their students," said Norm Mullins, southeast area assistant supervisor.

"If it looks OK to them, then they can implement the program at their schools," he said.

Mann-U-Script

December 16, 1977
Vol. XIII No. 6

[redacted]

Excitement in school? That's crazy, or so it seemed, until I got into the EBCE program. The first day in the community I was skeptical--and scared! What would the people think of me? How would I act? What would I say?

Then, at the end of my three hours, they couldn't get me to leave. I was paged and didn't hear them--I had become involved! That first day back no one could stand me! I talked endlessly about whom I saw, what I did, and things I saw. No one had a chance to respond because I had too much to say.

Each instructor was different, each site was new to me, and each was exciting. I didn't realize how much I was learning; I just knew that experiencing new things was better than reading about them. I saw and felt the tension of deadlines, the pressure of clients, the fast pace of production, and the repitition of daily tasks. Seeing left an impression with me that reading never could.

That first day ended, but every other day was just as good. Whether the site was dull or exciting was not as important as the fact that I could find all these things out first hand.

Excitement in school? I went ten years without finding out that school could be more than a dull day behind the same 'ole desk. EBCE has made the hours behind the desk worth it, because I know now I'm not just working, I am working toward something.

Report on Workshop
cosponsored by Chamber
of Commerce and ECE
on November 29, 1977

Learn to work pressure mounts

By GIGI MOSES
Piedmont Staff Writer

The traditional division between school and work suffers growing pressure from youth unemployment, students' economic ignorance and an increasingly tight job market.

Universities, community colleges and technical schools years ago designed work-study programs to ease the trauma of transition from learning to earning.

The federal government and many private businesses are now telling the nation's high schools, junior high schools, even elementary schools: "It's your turn."

At a career education seminar today at the Chamber of Commerce, officials of General Electric in Philadelphia and the National Institute of Education in Washington, D.C., told educators, businessmen and state manpower workers that responsibility for change lies doubly with private industry and education.

"Schools are not preparing students to enter the world of work," said Dr. David Hampson, senior associate of the National Institute of Education.

"Their information is not good and their experience is not good. The schools must open up, rethink their curriculum, and business and industry must get involved.

"They can no longer stand on the sidelines and yell foul when they find young people with inadequate training."

Hampson credited school programs that combine academic work with career experience as being prime healers for dropouts and youth unemployment — which swells the nation's jobless figures by half.

"If we don't solve this problem, it will mean a whole core of people who will need help — with welfare and in the prisons. There will be a whole generation of youngsters who will have had a bitter first experience with work."

Career-based education programs began in 1971 — totally with federal funds. Hampson said 125 school systems now use the program — half with local funds.

Dropout rates in districts with work experience programs have fallen by one-third, he said, "by providing some sense of purpose and direction."

Joseph Durant of General Electric said his company finds "there is a payoff — a bottom line" in cooperating with career education programs.

"You have to look at it as a long-term investment," Durant said.

Programs that bring students into corporations to observe and try out various occupations satisfy "the obligation to contribute to the community."

Consumer-oriented companies benefit from "students working and learning in the plant, then going home and telling their parents how impressed they were," Durant said.

"That's inexpensive community relations."

Durant's company piloted career-based education in Philadelphia schools. Greenville's federally funded program at J.L. Mann High School was modeled after the Philadelphia project.

The experience-based career education at Mann is a 60-student pilot program for the state — part of a $1 billion youth employment act.

Under the project, students in "career exploration" visit a business several times a week to observe different occupations.

Others who have developed an aptitude or interest in a particular job enroll in "career specialization" and work alongside individuals in a business.

Durant said cooperating companies "must plan quality and expect quality and high standards" from students and educators.

If the school project director funnels a student into the business "who has a poor attitude, or is halfhearted, kick him out."

Durant said he supports creation of classroom career programs as early as the elementary grades. Work experience should be limited to ninth graders and above, he said.

"Some ninth graders are just as alert career-wise as 11th graders."

"Pure economics" proves to be the primary stopping block to business-school cooperation in career-based education, Durant said.

"You're spending money and using resources. That's why a lot of business's won't have anything to do with it."

what it's all about," says Ms. Thompson. "It's rough but I still want to get into it."

"You have to learn the rough edges," adds Ms. Rankin.

Business rewarding

Participants in the small business cluster are no less enthusiastic about their experiences. Revolving among Midas Muffler Shop, Mini-Skool, Star-Astro Bowling Center, AAA World Travel Agency, Clip Joint, South Pleasantburg Nursery and Garden Center and the Pleasantburg Burger King, the students got a taste of management in many different areas.

Although sophomore Debbie Morrow says she hasn't found any job she specifically wants, she has learned she prefers working alone with machines rather than with other people. Another sophomore, Vanessa Jones, has decided to train in cosmetology as a result of her experiences. And James Hailstock and Roy Cook know they are going into business for themselves.

Again the duties differed considerably from business to business, but the students got a glimpse of the integral workings of a small enterprise.

"An employer is just like an employe in a small business," says Cook. "There are only a few people working so everyone has a key role."

The complementary aspects of academic courses and counseling — the other two components of the EBCE program — are especially relevant to the business cluster, according to the students.

For instance, says Hailstock, "Our economics class is teaching us things we'll have to know in a small business. The English class is teaching listening, speech — communication skills."

Cook adds, "Everything is something we'll need in the future and we can see the need right now."

To include 70

Although only 35 students presently are involved in the exploration program, Mrs. Badenoch says the school hopes to open it to 70 for the next two years. Applicants are selected at random, she says, with only poor references from teachers causing a student to be dropped from consideration.

The job clusters for the next nine weeks are law and justice, banking and finance, with 12 other areas to be added during the following two years.

A second step in the exploration program is designed for seniors or students who have decided on definite careers. They may opt to spend their six hours per week as interns in one job area, rather than rotating within an entire field of related occupations.

Since Mann is the only institution in the Carolinas to have the program on a high school level, Mrs. Badenoch says the school's administrators are responsible for proving the plan's feasibility to the school board at the end of the three years.

"We hope through our demonstration site we can show the school district it is feasible, that its per pupil cost is reasonable," she says.

Vanessa Jones and Roy Cook repot nursery plants

James Hailstock inspects banana tree in nursery

Ben Forrester and Diane Rankin assist physical therapy patient

Technician Freddie Jones helps Ike Gamble, Diane Rankin prepare equipment

Debbie Morrow and John DiFresco, right, watch mechanic Rick Owens adjust muffler

The Greenville News
Wednesday, March 16, 1977

Full page feature article with five photographs.

Taste of career their homework

By DEB RICHARDSON
News staff writer

Repotting plants, planning a travel route for a seven-day vacation, playing with patients in recreational therapy and washing laundry may not figure in a typical high school day, but the activities are among the "studies" of some students at J.L. Mann High School.

A three-year, $140,000-per-annum federal grant from the Office of Education has enabled 35 students to step from the ivory tower of pure academia into the business of the workaday world for six hours a week. And the students are loving it.

"It gives you a chance to think more about life and your future rather than just finishing school and finding a job," says Richard Alpert, a senior participant in the Experience Based Career Education program.

The emphasis is on exploration of career choices, not vocational training, according to Alice Badenoch, EBCE coordinator at the high school. "They are only exploring, certainly not getting trained for an entry-level skill," she says.

"It's taking the students to careers as opposed to taking careers to the students" as in the traditional high school Career Day, says Mimi Collier, administrative assistant of the Division of Community Activities in the Greenville Hospital System.

Half the students have been rotating through various hospital departments and doctors' offices as part of the health careers job cluster this nine weeks. The remainder have infiltrated seven small businesses to gain insight into management.

Exploring medical field

Sophomore Mary Thompson says she has wanted a career in medicine since she was in the sixth grade and the experience of working in the hospitals has inclined her toward recreational therapy. "There's a lot of patient contact" in that field, Ms. Thompson says, a facet she has discovered she likes.

At the same time, she now has some definite ideas on what she doesn't want, learned primarily from her night nursing shift rotation.

One of the patients during her shift was an 80-year-old man for whom there was no hope of a cure, according to Ms. Thompson. "They told me to keep going to check on him to see if he was dead. I didn't like that, but there was nothing they could do for him, you know? I was helping him a little bit but I'd rather be helping save somebody.

"I don't think I could take (nursing). When the nurses explained what was wrong, I felt like crying. I felt empty inside."

Mrs. Badenoch agrees that some of the most valuable discoveries have been the students' negative reactions to their experiences.

"Part of it is finding out what you don't want to do as well as what you want to do," she says.

Diane Rankin, another recreation therapy convert, says her night nursing shift taught her some things about herself.

"It takes a lot of patience. I found out I didn't have as much as I thought I did.

"The program teaches you a lot about yourself — your weaknesses, but how much you can take as well," she feels.

Alpert and Kenny Bridwell say they were impressed the morning they rotated into the respiratory therapy department. No sooner had they arrived than their supervisor was called to the emergency room to help with a patient who had stopped breathing. The patient's life was saved with a blood transfusion as the youths watched.

"It's a scary feeling," recalls Bridwell. "It makes you see how every department plays an important role. Teamwork is the important thing."

Alpert is having some questions about his career choice as a result of the program, he says. He entered it planning to become a dentist but was favorably impressed with his experiences in a pediatrician's office last week.

"I've decided I want to work with little kids," he says, but whether it will be in dentistry or pediatrics he will have to decide.

Support services included

Also included in the health careers cluster were supportive services such as central supply, the chaplaincy, the business office, food service and laundry facilities, some of which were tedious, say the students.

Laundry workers "did take advantage of us," laughs Bridwell, agreeing with Ike Gamble who insists, "They tried to make us do all the work."

The amount of actual work the students could perform necessarily differed among departments or offices. One of the more active, according to Ben Forrester, was a veterinarian's office where he sutured a cat after surgery and gave injections to various animals.

Regardless of their decisions on whether to pursue health-related vocations, the participants are unanimous in praise of the opportunity to explore them.

"A lot of kids get out of school and think they want to get into the medical field and don't have any idea

OUR NEWS

VOL. 3, NO. 5 A GREENVILLE HOSPITAL SYSTEM PUBLICATION MARCH 17, 1977

Articles included in GREENVILLE HOSPITAL SYSTEM Houseorgan on January 2, 1977 (below) and on March 17, 1977 (right).

Introducing E. B. C. E.

If you should soon find yourself seeing a GHS identification tag with E.B.C.E. inscribed below the name, you needn't conclude that a new hospital department or service has been established. These are temporary tags which will be attached to students from J. L. Mann High School who will be participating in a pilot project, Experience Based Career Education, from which they will gain both academic credit and a unique opportunity to determine at an early age if health careers will be the direction they'll take in life.

Career Day at local high schools has traditionally been designed to bring careers to the students. For the next six weeks, GHS will be joining J. L. Mann High School in an innovative twist, by placing students where they can gain firsthand knowledge of a prospective career — at the professional's elbow.

In endorsing this educational endeavor, General Director Robert Toomey said he believes the program "will provide a bridge between the classroom and the community and encourage selected high school students, who have indicated their desire and plans to pursue careers in the health field, in making a positive commitment."

Through the cooperation of numerous GHS department heads, supervisors and staff, a program flexible enough to meet the unique demands of 17 different hospital areas *and* the guidelines of the federal program on which it is based, will provide an unusual learning experience for 18 high school sophomores and juniors.

Based specifically at GGH and GHC because of transportation limitations, the students will spend time in designated hospital areas such as radiology, physical therapy, cardiology lab, occupational therapy, rehabilitative nursing, respiratory and recreational therapy, as well as support services such as central supply, food service, chaplaincy and the business office. In addition to these and other hospital areas, the students will be assigned to a night nursing shift. They will also spend time in local physician and dentist offices.

Through observation and performance of routine tasks where appropriate, the young people will recognize the importance and responsibility of those individuals who are engaged in health care programs.

E.B.C.E. is an unusual approach to stimulate interest in the health care field, and with the guidance from those who have helped make other educational efforts such as this worthwhile, it should be a successful and mutually beneficial program.

EBCE Experience "Exciting"

by Kenny Bridwell
(Sophomore at J. L. Mann High School)

I have finished by observation of health careers at the Hospital System and I have one thing to say. Amazing! I think it is fantastic how the people we met during our EBCE program can have so much patience and perform so wonderfully as a team. During the weeks we were in the System as Experience Based Career Education students, I personally gained a close, first-hand look at how the Hospital System functions, and learned that the people who work in the hospital are a very special group. They give their time and best efforts to other people. I learned, too, that this group of people includes employees in every department . . . laundry, food service, even the business office . . . as well as those who work directly with the patients.

I have learned that each and every part of the hospital plays a very important role in making the patients' stay as comfortable as possible as well as providing care for their illness.

Some of my comrades in the EBCE program have shared their thoughts, and we agree that we have gained new awareness of other peoples' pain. Sometimes we had an empty feeling inside when we saw someone who was injured or very ill, and we observed that the hospital people had a good sense of self-satisfaction when they helped these people. This kind of relationship has had a great deal of influence on my thinking about what I want to do with my life.

Most of my fellow EBCE students commented on how excited most of the department personnel seemed to be about sharing information with us and how they seemed to be interested in helping us with our career choices. There was a lot of interest in this student program.

As a result of my participation in this program, I believe I will study respiratory therapy. But here again, there are several other areas I liked, too.

Speaking on behalf of all the EBCE students, I would like to say to the employees in the Hospital System that you have inspired us in many ways. We would like to thank you very much.

Editor's Note:

Kenny was one of 18 students who took part in the special project with J. L. Mann High School to give students a first-hand awareness of the realities of health career choices. Other students in addition to Kenny were Richard Alpert, Stephanie Chappell, Greg Cole, Annette Davis, Ike Gamble, Angie Evans, James Floyd, Benny Forrester, Gerald Goldsmith, Jimmy Hawkins, Jeff Jennings, Kristy Cox, Duncan McIntosh, Dianne Rankin, Jimmy Silman and Mary Thompson.

The Greenville News
Thursday, Oct. 28, 1976
Section B

Mann High gets grant

By LUCY EMERSON
News staff writer

J.L. Mann High School has been awarded a $130,000 federal grant for a project that will span the gap between school and the real world of careers, according to Greenville County school officials.

Thirty-five students will participate in the first semester of the program. They will be sent into community businesses and agencies during school hours to participate in "work on the job," said Harold Kay, administrative assistant to the superintendent.

It is the only program of its kind in the state. The Experienced-Based Career Education Project grant is issued on a competitive basis through the U.S. Office of Education.

Community businesses and agencies that have been contacted about the program have expressed great interest, said program coordinator Alice Badenoch.

The salaries of Mrs. Badenoch, a community site developer, three part-time teachers, a counselor, classroom materials, insurance and transportation are included in the project. School officials hope to get the grant refunded for the same amount for two more years.

Seventy students are scheduled to participate the second year, and eventually "we hope to work the details out to be irresistable for the rest of the district," Mrs. Badenoch said.

During this first half of the school year, J.L. Mann project workers will focus on "gearing up," Kay said. They will locate the sites, businesses and agencies willing to cooperate, and work out assignments.

The second half of the year students will be assigned jobs which they will attend two mornings a week for nine weeks. They will accumulate course credit applicable in place of English and Social Studies classes.

EBCE PROGRAM
ANNOUNCED ON
WFBC-TV ON
6:00 o'clock
and 11:00
o'clock NEWS
OCT. 28, 1976

Thursday, October 28, 1976 Greenville Piedmont—

Grant awarded

J.L. Mann High School recently received a $130,000 federal grant from the U.S. Office of Education for a career education program.

Starting this winter, 35 students will participate in the program, which will include "on the job training" at some 30 local businesses and agencies during school hours.

Students will work in the community two mornings a week and take intensive English and social studies courses the remaining three mornings.

Project coordinator Alice Badenoch said the students will observe and work in construction, engineering, architect, banking, computer resources, police work and law.

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November 15, 1977

UPDATE TO FACULTY ON EXPERIENCE-BASED CAREER EDUCATION

Milton may not have been the first, but here's his definition: Career Education prepares a person "to perform justly, skillfully, and magnanimously all the offices of war and peace, public and private."

Current EBCE student projects:

Mary Blake, a junior, is learning to make a computer language in the computer section of the School District. She has been promised a summer job. Jimmy Hawkins is trying to convince Metropolitan Life, which has its own trainee program, to hire him after graduation. Tommy Airline has completed hours as a meat cutter intern at Ingles with the promise of a job when he graduates.

Watch for Wilbert Evans' photos in the newspaper. He's interning with Ted Ramseur. Kay Bender as producer and Ken Flournoy and Mike Roberson as cameramen are planning a show which will be televized by WFBC-TV early one morning. Melanie Bolt is developing an advertizing project with Lee Leslie at Leslie Ad. Bessie Clay and Leslie Goulet are designing windows and displays for downtown Belks.

These students are not just letting things happen to them. They are making things happen.

Topics for Advisory discussions: The apple crop in New England was almost lost this fall because no one could be found to pick the apples. Why? In a number of places garbage workers are paid more than beginning teachers. Why? 4.5% of all employed persons moonlight, they say that they need the extra money..

Trends in careers:

More lawyers today specialize in medical-legal problems due to rise of malpractise suits. Job opportunities are increasing in paralegal field. Although paralegals do not give legal advice, they perform many research oriented tasks. EBCE had five students exploring legal careers last nine weeks.

Life insurance companies are suddenly awaking to the marketing potential of women agents. The number of women agents, though still small, has increased 25% in five years---median starting salary, $675.00.

Employers are clamoring for skilled machinists, tool and die makers, nurses, miners, cooks, accountants, scientists, engineers. Few takers. Job prospects in enfironmental health research are bright. Ebce sends these students to the Health Dept. More women are taking prison jobs. EBCE covers this career area in its Law and Justice Cluster.

Supply/demand for scientists and engineers remains short in mining and chemical sectors. Bulk of engineering demand remains electrical, mechanical, industrial, and civil. Biggest engineering problem is career obsolescence which is often resolved, by those who can, by moving into sales or managerial jobs. Otherwise engineers require continuing education. EBCE has engineers who would like to work with students at American Monorail, Phillips Fiber, Southeast Kusan, and Marshall and Williams. Two of the large foundations make available scholarships for minority engineering students.

Many students take EBCE for only one semester. If goals are established, this is as it should be. This turnover does mean that the EBCE Staff is recruiting students for next semester now. We'll be opening up a teaching cluster emphasizing special areas such as early childhood and handicapped. We'll be assigning students into just about any career area available in Greenville County. Over 50 employers are offering more than 250 different job explorations and internships to Mann students.

We ask all Advisors to make career planning a part of your Advisory program. Helen Smalls will be glad to lead a planning session for you or show you the many short film strips which we have available now. Students who wish to know more about EBCE, as a part of their career planning, should hand in an interest slip to the EBCE office so that the Staff can make contact with them.

CAREER EDUCATION NEWSLETTER
February, 1978

HEADLINES FORECAST CAREER GROWTH.

See if you can determine what careers might be promising based on these headlines:

a. COAL PRODUCTION TO BE DOUBLED BY 1985

b. STEEL TO BE AIDED BY IMPORT CURBS AND CAPITAL SPENDING

c. NUMBER WORKING WOMEN INCREASES

suggested answers:

a. engineers, accountants, safety people, production workers

b. construction jobs, sales personnel, chemists, crane operators, production

c. early childhood education, manufacture of appliances, professional home care

VERSATRON, UNIMATE, MILLICON, and PRAB.

2000 to 3000 industrial robots now work in American factories. VERSATRON can pack eggs in a carton without breaking them or pick up a small car with one hand. UNIMATE looks like a Sherman tank with a mechanical hand sticking out. Robots weld car bodies, unload ingots (what's an ingot?), and pack TV tubes. Robots are often cheaper than people: they work steadily, don't get bored, don't take coffee breaks, and don't get mad at the boss. What does this tell you about the job in your future? How could you capitalize on the sophisticated robot market? What were your last semester's math grades?

SCHOLARSHIPS FOR WOMEN ATHLETES are increasing in number and size. EBCE has sent for a scholarship guide.

CONSERVATION IS YOUR BAG? The Student Conservation Association is looking for summer volunteers in National Parks and Forests. See program description in EBCE Room 113.

NOW IS THE TIME TO BEGIN THINKING ABOUT JUNE JOBS. If you are at least 16 years old and seeking a summer job, or seeking a permanent job after graduation, fill out a JOB WANTED from in EBCE room 113.

IS EBCE IN YOUR SCHEDULE PLAN FOR NEXT YEAR? If you have any questions on EBCE, see Mrs. Badenoch, Mrs. Smalls, or Mr. Kendall.

ANIMAL HANDLING jobs are in demand. EBCE can give you a chance to explore this career area. A two year Tec program provides training.

PARALEGAL JOB OPPORTUNITIES INCREASE. Do you like research? Are you accurate in details? EBCE can help you explore this area. Two years at Tec will certify you.

WOMAN GUARDS INCREASE AT SOME PRISONS. Other law and justice careers are also opening to women. Jenni Glenn (EBCE) is working with Kathy Jennings, one of Greenville's prosecuting attorneys. EBCE offers law and justice exploration during the second semester of each year.

17 EBCE STUDENTS ARE EXPLORING HEALTH CAREERS. This semester, Tec offers 40 different health career programs.

ASK KAY BENDER AND PRISCILLA WALKER where they're working these days. GEORGE GARDNER can tell you all about computers (and baked potatoes!). MARTY PARKER's at WFBC-TV these days. Mann's girls are considering new careers for women: TERRY LAWSON is taking a look at EBGINEERING. KELLEY ROBINSON is taking a look at LAW. Ask DAVID SCOTT what a BIO-MEDICAL ENGINEER does.

When is a foreign language requirement not a foreign language? Answer: When a computer language is accepted as a substitute.

Experience Based Career Education

April, 1978 Newsletter

WHICH WORKER ARE YOU ?

The painter Ben Shahn tells the story of the 13th century traveller who met three men pushing wheelbarrows. He asked in what work they were engaged, and he received the following answers:

The first said, "I toil from sunup to sundown, and all I receive for my pains is a few francs a day."

The second said, "I am glad enough to wheel this wheelbarrow for I have been out of work for many months and I have a family to support."

The third said, "I am building Chartres Cathedral.'

EBCE students will build cathedrals. The objective of the EBCE program is to guide students toward career goals which match well with aptitudes, talents, and interests they have themselves identified. Thus EBCE students will find pride and dignity in their work.

Education is working at J.L. Mann

COMMUNITY ENDORSES...

Approximately 100 employers in the Greerville area are providing over 400 different jobs for J. L. Mann students to "explore" in industries, businesses, and agencies. The EBCE student may explore careers in law and justice, health, engineering, communications, computer science, small business --- you name it --- if the job exists in Greenville County, some employer stands ready to open his doors to a J. L. Mann student seeking career exploration.

Why this enthusiastic reception of career education by the Greenville business community? There is no question that it costs the business community money in terms of the use of valuable resources --- the staff, the machines, and the time devoted to Mann students. What do these businesses get in return for this investment?

Mr. William R. Merritt, President of FIDELITY FEDERAL SAVINGS AND LOAN ASSOCIATION, states that he believes business and industry has an obligation to the student and the general public to do all in its power to strengthen the free enterprise system through the field of education and that Fidelity Federal is "completely sold on the EBCE concept" as a means to this end.

"We believe," says Mr. Merritt, "that business and industry must take a positive step to assure a complete understanding and thus a continuation of our free enterprise system. We believe that the best educational vehicle for this is the EBCE program which allows the student to become actively involved in business and industry at a working level...

The School District of Greenville County
Greenville, South Carolina
J. F. Hall, Superintendent

"It is impossible for (the student) to be a part of the business community without beginning to form an understanding of the system."

James C. Scott, Vice-President of MARSHALL & WILLIAMS CO., has another viewpoint of what business gets in return for its investment in EBCE. "The EBCE program," says Mr. Scott, has the potential of becoming one of the best vehicles for mutual student-community benefit that I have seen...

"While the benefits which accrue to the students are obvious, the experience we have had at Marshall & Williams shows a latent benefit which was unexpected: the feeling of importance, satisfaction, and accomplishment which our employees have expressed as they have become involved with the EBCE students. Although we as managers all realize the importance of positive 'strokes' or affirmation to our duty to award them, by showing interest and learning, the EBCE students are literally showering the employees with affirmation. The employees also get a good feeling about the company fulfilling its corporate citizenship responsibilities by its program participation."

The GREENVILLE HOSPITAL SYSTEM has provided multiple job explorations for EBCE students in every phase of health careers. Hospital spokesman, Miss Mimi Collier, an Administrator in the Community Affairs Division, states that the Greenville Hospital System perceives the EBCE program as "mutually beneficial." Miss Collier describes EBCE as "certainly a great learning experience for the students," but further states that EBCE "also helps the hospital system by stimulating interest in health careers, by increasing the knowledge and understanding of our efforts, and by giving us the opportunity to contribute to education."

PARENTS ENDORSE . . .

A parent and also a community resource through the PHILLIS WHEATLEY CENTER, Mrs. Barbara Clinkscale describes EBCE as a program which has given her son "an opportunity to see, as well as function in, areas of the business world which he could not otherwise have gained access to." As a result, her son is "now able to communicate with ease and poise" and is well on the way to maturity.

Mrs. Michael Bender says that "as a parent, I have seen a sixteen year old, middle child grow...blossom... into a mature young lady, able to meet the public and to cope with the real workday world in a way which belies her years."

WHAT IS EBCE?

EBCE is a program in Career Exploration & Internship at J. L. Mann High School, open to all students in grades 10, 11, & 12.

EBCE offers its students the opportunity to venture out into the community of Greenville to sample at first hand from more than 400 varying jobs, testing their own skills and matching careers to personal interests.

EBCE provides its students with guidance in job planning, self evaluation, and decision making. Guidance sessions help students make the work experiences meaningful in relation to themselves.

EBCE blends academic learning in the classroom with experiences in the world of work. Adults in industry and business take pride in working with students. EBCE students are realistically motivated to learn.

EBCE is a project funded by the Office of Education to demonstrate this realistic and basic approach in education to other schools and school districts across the state.

STUDENTS LEARN...

EBCE Makes the future look good.
Brantley Wooten

Midas is well known for mufflers and shocks, but I think they should be well known for their courtesy toward their customers.
Robert Dawkins (MIDAS MUFFLER SHOP)

Mrs. Moore told me they were going to put a pace maker in the man's heart and she had to take X-rays during the surgery. I watched on the X-ray screen as the surgeon made a small cut above the collar bone and inserted a tube through the artery.
Barbara Graham (GREENVILLE HOSPITAL SYSTEM)

The routine of an investigator is very different from those you see on TV. It's not as easy as it looks! It consists of going to the jail house, interviewing the inmate, making telephone calls, interviewing witnesses, and getting useful information.
Stephanie Chappell (PUBLIC DEFENDER)

I remember the first time I ran the sorter. I put the IBM cards in the sorter to get them in numerical order. I didn't get the cards quite straight and the sorter made the most horrible noise I've ever heard. It took forty-five minutes to un-jam it. They tell me you have to learn by your mistakes. Believe me, I haven't jammed it again.
Mary Blake (SCHOOL DISTRICT OFFICE)

I worked with a reading group making a book. Each child made his own and we really made a BIG mess. Oh well, we learn from messes! Right?
Laura Waters (SARA COLLINS ELEMENTARY SCHOOL)

Excitement in school? I went ten years without finding out that school could be more than just a dull day behind the same old desk. EBCE has made the hours behind the desk worth it, because I know now I'm not just working, I'm working towards something.
Kay Bender (GREENVILLE NEWS-PIEDMONT)

Mr. Baker gave us applications to fill out, then called us into his office one-by-one for interviews as if we were applying for jobs.
Walter Brown (HARRISON ELECTRIC)

One patient was a poodle who had been poisoned. WE SAVED HIM! We put him in the incubator and turned the heat way up. The next day he was much better.
Sandra Black (DR. HOWELLS)

Larry told me his job involves pressure and that this causes him to do a better job. That impressed me because I too work better under pressure.
Kay Bender (WFBC-TV)

Confidence was the owner's main ingredient to success, along with making customers feel welcome.
Roy Cook

Before EBCE, I thought nurses were all the same: they wore white uniforms and stuck a thermometer in your mouth. Rehabilitative nursing is different. Some rehab patients have no hope of getting better. This specially trained nurse gives a reason for trying to make the best of a situation. Imagine the patience it takes to persuade an elderly patient to eat; yet to eat brings her out of depression. Imagine the joyous reaction when a teenage patient says his first words after months of treatment. My rehab experience was inspiring. Thanks.
Kenny Bridwell (Written for House Organ of GREENVILLE HOSPITAL SYSTEM)

EBCE Students and staff take this opportunity to thank the many industries, businesses, and agencies in the Greenville community who have invested so tremendously in this educational program. We appreciate the time and interest provided by you and your employees. We know that because of you, EDUCATION IS WORKING at J. L. Mann.

AAA World Travel Agency
Addressograph-Multigraph, Inc.
Alpert, Dr. Richard, DDS
American Monorail, Inc.
Appalachian Council of Governments
Arnold Opticians
Bache, Hollsey, Stuart, Shields, and Company
Beck Middle School
Belk-Simpson Department Stores
Burger King
Chandler, Dr. Jack, M.D.
Circuit Solicitor's Office
Citizens and Southern National Bank
City of Greenville Police
Community Council
Daniel International
Family Counseling Service
Fidelity Federal Savings & Loan Association
Gaulden, Joan, Interiors
Givens Youth Correctional Center
Greenville, City of
Greenville, County of
Greenville County Court System
Greenville County Health Department
Greenville Hospital System
Greenville News-Piedmont
Greenville Urban League
Hall, Dr. Morris, DDS
Harrison Electrical Constructors, Inc.
Henderson Advertising Agency
Hill, Dr. Willie, DDS
Holiday Inns
Honeywell, Inc.
Howell, Dr. Joseph, DVM
International Business Machines
Jervey, Dr. E. D., Ophthalmologist
Keys Printing Company
Legal Services
Leslie Advertising Agency
Liberty Life Insurance Company
Litho Services
Loebe, Rhoades, & Hornblower & Company
Loom Products Corporation
J. L. Mann High School
Manpower
Marshall and Williams, Inc.
Metropolitan Life Computer Center
Midas Muffler Shop
Mini-Skool, Ltd.
Mitchell & Joe, Attorneys
Nicholtown Center
Phillips Fibers, Inc.
Phillis Wheatley Center
Po' Folks
Police Service Bureau
Public Defender's Office
Ryder Truck Rentals, Inc.
Sara Collins Elementary School
School District of Greenville County
Sheriff's Department
J. E. Sirrine Company
Snelling & Snelling
Southeastern Kusan Company
South Pleasantburg Nursery
Star-Astro Bowling Center
Theodore Accounting Service
Union Carbide Company
U. S. Life Credit Corporation
U. S. Packaging Corporation
Wells, Dr. J. A., Orthodontist
WESC-Radio
WFBC-Radio
WFBC-TV
Woven Electronics, Inc.
Wyche, Burgess, Freeman, & Parham

For Additional Information:

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Project Coordinator—Alice C. Badenoch
Community Resource Coordinator—Bill Kendall
Guidance Counselor—Helen Smalls

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EBCE Thanks also these firms who have provided part time jobs to EBCE and to other J. L. Mann students.

Belk-Simpson Department Stores
Bi-Lo
Chick-Fil-A
Clemson University
Goldsmith Insurance
Greenville Hospital System
Greenville News-Piedmont
Holiday Inn
Hungry Bull
Kentucky Fried Chicken
Martin's Greenhouse
Midas Muffler Shop
Po' Folks
Rhodes Furniture
School District of Greenville County
Sitton Buick
Southeast Services
Stone Manufacturing Company
Taco Cantina
Theodore's Accounting
Wendy's
WGGS-TV
Wicke Lumber

The School District of Greenville County
J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

Non Profit Org.
Permit #939
Greenville, S. C.

CAREER EDUCATION NEWSLETTER
May, 1978

THERE'S NO LAW TO HELP SHORT PEOPLE

The average height of adult Americans today is 5 feet 9 inches for men and slightly over 5 feet 3-1/2 inches for women.

Short people can manuever better inside mine shafts. Short astronauts are cheaper to put in space than big astronauts. But small size is rarely an advantage. "Short" means "untall" to many.

A great many short people refuse to take "no" for an answer. They become assertive, friendly, optimistic, enthusiastic, and fun loving -- a positive way of combatting the bias of closed-minded employers. (Cam Report, May, 1978)

MUSEUM HIRING ACTIVE

The museum industry is healthy and growing and providing increasing career jobs. Salaries range from $12,000 to $45,000. Two EBCE students, Addie Clay and Deborah Gregory, have been exploring this career area and served as guides at the Greenville Museum's recent international fair.

CRITICAL NEED FOR MINORITIES

According to Levi Strauss (investment firm), the greatest need for minorities currently are in the areas of Financial Analysis, Computer Systems Analysis, Apparel, Product or Merchandising Management, Line or Production Management in manufacturing and direct sales to retail outfits.

OPPORTUNITIES FOR WOMEN WIDE OPEN IN INVESTMENT FIELD

Women interested in an investment career should acquire good math skills and a basic background in economics. The college student would major in business or marketing. An assertive personality is necessary.

An account executive's job is tough. The executive generally is paid through commissions. (Chicago Tribune, February 26, 1978).

EBCE students have discovered that several brokerage firms in Greenville have female account executives.

STOMACH FOR SALES

According to an IBM recruiter, here are some basic factors to consider when seeking a sales position:

Can you handle anxiety and pressure while you are waiting to find out whether you have made a sale?

Can you handle being turned down by several customers a day?

Can you handle being "put down" by a customer? How do you handle personality clashes?

Can you handle the prospect of making a sale to only 20 percent of your prospects?

Can you handle the insecurity of two bad months in a row?

Selling is a "major league" career which provides excellent entry to management level positions. Those who can make it in sales can usually "write their own ticket" in the business world.

DOES EBCE FIT INTO YOUR SUMMER PLANS?

Perhaps this summer is the time for you to explore a career area. Perhaps you have friends attending another high school who have wanted to take EBCE.

EBCE is being offered in summer school this year.

For more information, contact Mrs. Badenoch, Room 113! Summer school applications are available in the Guidance Office.

Education is working at J.L. Mann

Experiential Career Education

SEPTEMBER, 1978 NEWSLETTER

Education is working at J.L. Mann

ECCE - AN ONGOING PROGRAM:

The 1978-79 school year is the third and final year of federal funding for J. L. Mann's Experience-Based Career Education (EBCE) program. During the funding period, the EBCE staff has developed a program which meets the needs of Mann High School students and receives the support of the entire school community.

One Mann teacher has said, "I can recognize the EBCE students when they walk into my classroom. They are the ones who come in, sit down, and get to work."

Because EBCE has been so well received, Dr. William Stubbs, Principal, is taking steps this year to incorporate the program into the school's mainstream curriculum so that EBCE will be ongoing when funding runs out.

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

OTHER SCHOOLS TO OFFER EBCE:

Martha Edwards will implement EBCE at Eastside High School in January. Ms. Edwards, an English teacher was on sabbatical from the District last year to pursue a guidance program at Clemson.

During the first semester, Ms. Edwards will spend her afternoons working closely with members of Mann's Staff to develop the program's guidance component and to solicit additional community sites for exploration. Ms. Edwards and Mann's Staff will soon be explaining the course to the Eastside school community. Ms. Edwards invites students at Eastside to start telling her now what career areas they may want to know more about so that she can line up the best possible sites.

Wade Hampton High School will also be implementing EBCE in January. A staff person will soon be appointed there; more details in the next newsletter.

SCHOOL BOARD SUPPORTS EBCE:

On August 8, Jim Scott, Vice President of Marshall and Williams, spoke before the Board of Trustees on behalf of EBCE. Mr. Scott is the father of an EBCE student, a community resource person, and a member of the advisory team which has steered EBCE through its formative stages. Mr. Scott voiced the business community's support of educational programs such as EBCE which bridge the gap between the school and the world of work. He showed a slide/sound outlining EBCE merits.

In response, Mr. Chappelear stated that he is seeking District recognition for the program through the National Association of School Board Trustees. Mr. Imholz noted that Metropolitan Life Computer Center has been impressed with student participation there. Dr. Kilgore and Mr. Younts noted that program students with whom they have had contact appear excited and motivated by experiences which moved them out of the classroom and into the working community.

GIFTED AND TALENTED CAN BENEFIT:

On August 14, Alice Badenoch, Program Coordinator, presented the EBCE concept to a District in-service on Gifted and Talented students. Ms. Badenoch stressed the value of experiential career programs to this segment of students.

An experiential career program meets the needs of the Gifted and Talented because it offers true individualization as opposed to simple acceleration. The student in the experiential program works on a one-to-one basis with a successfully employed adult. Because there must necessarily be a qualitative difference between each community teacher and each community site, the career experience can be well adjusted to meet the needs of the individual student.

The student is placed in a "real life" environment. The learning contract designed to evaluate the internship supplies goal orientation by including a written, researched, problem-solving assignment that places a commitment on the Gifted and Talented student.

Elizabeth Kelly's internship assignment at Theodore's Accounting Service was to design accounting forms for the small businessman who, though knowledgeable in his own area, might be intimidated by record keeping.

Five talented Mann students participated in "law" assignments at Legal Services; Mitchell and Joe; and Wyche, Burgess, Freeman, and Parham. At the latter firm, they researched land titles and wrote contracts. Then, as a final assignment, under the direction of Larry Estridge, Attorney, they teamed together to write opposing briefs for a simulated accident case. The students interviewed "clients," researched the law, and finally presented their arguments orally before "Judge" David Freeman.

Two of these five students matriculated in pre-law this fall. A third, Brig Spearman, has entered the Air Force Academy. Brig says he does not now believe he will become an attorney, but that he does recognize his capacity to research and plans to capitalize on this talent. The final two students are seniors at Mann this year. Right now, these two are too busy playing football to think about law careers, but both, Brent Clinkscales and Poochie Floyd, plan to major in either pre-law or finance in college.

In 1977-78, Terry Lawson explored engineering at J. E. Sirrine and law at Leatherwood, Walker, Todd, and Mann. Terry says she was "uncomfortable" with engineering assignments, but found that the "assignments of tax attorney were demanding and stimulating and the working environment delightful."

David Scott spent nine weeks working with a biomedical engineer in the Hospital System. The biomed engineer designs and modifies implantation instruments and other sophisticated medical equipment. David found that it takes eight years of college for this career and Duke has a good program. David then moved to American Monorail to work with Paul Walters, PhD, an analytical engineer. David says, "I don't know yet what career I will pursue. I just know I want to make lots of money and utilize my math talent, so it looks like I'll be going to school for a long time."

CAREER EDUCATION IS CONTAGIOUS:

The stimulation provided by career education has rubbed off on an EBCE staff member. Community Resource Coordinator Bill Kendall is enrolled in a college program which should make him a curriculum expert in Career Education. Mr. Kendall showed Mann's EBCE slide/sound to a group of would-be teachers at Clemson this summer.

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One's philosophy is not best expressed in words, it is expressed in the choices one makes....In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.

Eleanor Roosevelt

STUDENTS OBTAIN JOBS:

As an outgrowth of the EBCE program, many Mann students have obtained jobs directly related to future careers.

During the past summer, Ennis Fant worked in the computer room at J. E. Sirrine. He participated in training programs for new employees and worked on actual computer assignments. Ennis, a rising senior, plans to matriculate at Clemson in some area of computer science. Ennis says, "Sirrine employees made me feel like one of them both professionally in the computer room and socially at the company picnic. I had a wonderful summer.

Also planning to attend Clemson in 1979, Pricilla Walker worked in the business department of the Greenville News-Piedmont and plans to continue there with a part time job this fall. Kay Bender will also be returning to a part-time assignment at the newspaper. Pricilla and Kay were solicited for employment at the newspaper last winter by Managing Editor, Mack Hill. Mr. Hill sought out these students because of their obvious commitment within the career program.

Ray White, who commenced part-time employment at Goldsmith Insurance Agency last spring, plans to continue there this winter. Elizabeth Kelly again spent her summer working at Theodore's Accounting. Elizabeth is matriculating at the University of Georgia this fall in business.

Paul Locke, a Pre-med freshman at Furman this year, had a summer job as an orderly in the Greenville Hospital System. Paul is assured a job during future vacations and summers. Five former EBCE students furthered their interests in health careers through summer employment in the Hospital System.

Walter Brown started to work at Harrison Electric the day after graduation in June. He had interned at Harrison as a draftsman and will be taking courses at Tech this winter with the cost assumed by the company. Mr. Shelton of Harrison and a Mann parent says Walter's a fine employee.

Wendell Wright has a full-time job at a printing firm as an outgrowth of his experience interning at Litho Printing with Mr. Roper, also a Mann parent.

Many other students obtained the more traditional student summer jobs because they became job-ready through the EBCE program. Our congratulations to these students who have already recognized that "education is working" and who are reaping a pay-off.

DID YOU KNOW THAT.....*

.....about 16 to 17 million persons work in permanent part-time positions and their number is growing.

.....liberal arts graduates have had a hard time finding jobs for the past several years, but the following employers are particularly receptive to liberal arts graduates: insurance companies, consulting and investment firms, department stores, banks, universities, government agencies, health care fields, chemical companies, and communications.

.....the median net income for full time real estate sales agents after one year on the job was $3400 in 1974. Adjusted for inflation, this would be only $4300 in 1977.

.....Mr. O. R. Cothran has recently been appointed Career Education Consultant for this District.

.....these are the growth careers of the future: computer programmers, draftsmen, electrical technicians, engineering and science technicians, computer operators, electricians, and welders.

.....the number of new teachers exceeds the number of available jobs by 115,000.

.....the number of women entering dentistry is up 46% over ten years ago.

.....the J. L. Mann EBCE program descriptor is to be used by the State Department as a basis for a Career Education credit, the first such awarded in the State.

DID YOU KNOW THAT.....*

.....10,470 women now have full ministerial credentials.

.....colleges and schools have begun a determined effort to halt the continuing decline in the study of foreign languages. Barely one-fifth of all high school grads have more than superficial exposure to any language other than English.

.....the field of shorthand reporting (courtroom) offers excellent job opportunities for talented persons willing to work hard to learn necessary skills. Certification usually requires a two year program. Salaries range from $10-$20,000.

.....5.5 million people in U. S. make a living selling. 25% are female. Average income is $22,000.

.....leading scientists are making bold plans to leapfrog into space and establish colonies. Their reasoning is simple. We are outgrowing Mother Earth and need to start sending people to live where energy and materials are abundant.

.....the travel industry has created jobs at twice the rate of the overall economy over the past 20 years.

*Career Statistics in Did You Know That.....are taken from July and August CAN Reports, Prism Publications, East Lansing, Michigan

CAREER EDUCATION ASSISTS WOMEN:

Helen Smalls, EBCE Guidance, together with Lillian Simpson, District Guidance Coordinator; Jacqueline Owens, Greer High; Ruby Whitmire, Northwood Middle; and Billie McGaha, Eastside, participated this summer in a career education course, jointly sponsored by the State Department and U.S.C., and designed to provide them with the guidance skills needed to counsel our students for the changing world of work. The course stressed, in particular, the changing role of women and how this change affects both men and women. These counselors are prepared to share their expertise with others in the District.

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Members of J. L. Mann's EBCE Staff are available to assist other schools who have questions about Experiential Career Education.

For Additional Information:

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Project Coordinator – Alice C. Badenoch
Community Resource Coordinator – Bill Kendall
Guidance Counselor – Helen Smalls

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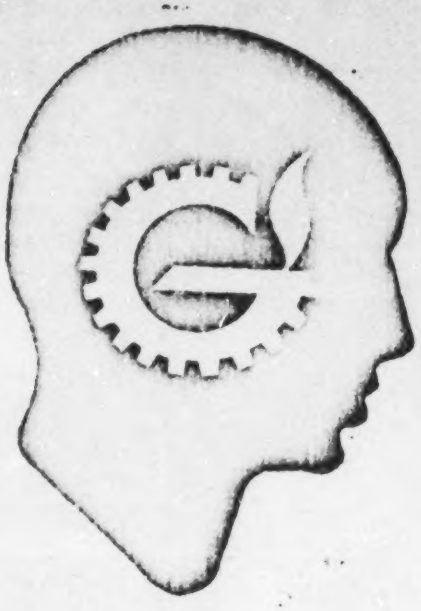
The School District of Greenville County

J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

Experiential Career Education

OCTOBER 1978 NEWSLETTER



Education is working !

EASTSIDE STUDENTS ENTHUSIASTIC:

Eastside parents and students are already showing enthusiasm for the upcoming Career Education course. Several students have already located Martha Edwards, Coordinator, in the Career Education Resource Center in the library. Ms. Edwards is available on Tuesdays and Wednesdays during 4th, 5th, and 7th periods to discuss enrollment in Career Education and to help students locate jobs.

Two important dates are on the calendar for Eastside students and parents to remember: On October 23, Alice Badenoch, EBCE Coordinator, will present a slide/sound describing this experience-based career course to the PTSA. On November 1, the junior and senior classes, will see the slide/sound and have a question-answer session with Mann students who have taken the course.

Drop by Ms. Edwards' office and discuss career planning with her.

WADE HAMPTON NAMES CAREER EDUCATION COORDINATOR:

Bill Ehlen, Social Studies, has been named Career Education Coordinator and will manage the Experiential Career Education course to be implemented at Wade Hampton in January. In addition, Mr. Ehlen will help students locate part-time jobs. Students wishing to know more about the Career Education program or students seeking jobs can find Mr. Ehlen in Room 207-A during 4th, 5th, or 6th periods on Tuesdays, Wednesdays, or Fridays.

An assembly for juniors and seniors will be held on November 2. At this time, students will see a slide/sound presentation of Mann's Career Education course and will be able to ask questions of students formerly in the program. A similar presentation will be made at PTA on November 27.

NEWS FOR WOMEN*

90% of girls in high school today will someday work for pay.

60% will have paying jobs for at least 30 years.

40% will become heads of household at some point in time.

Women are apt to live eight years longer than their husbands.

Women are beginning to educate themselves for more non-traditional professions such as veterinary medicine, engineering, and business.

Women today own more than 50% of the country's wealth.

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

CAREER EDUCATION AT J.L. MANN:

Graduating seniors Ester Spearman and Pam Slagle are interning in health careers. Both have already contacted Greenville Tec about enrollment next year, Ester in radiology or physical therapy and Pam in respiratory therapy.

Steve Anderson embarked on an inspiring internship. Steve worked with mentally retarded children last summer as a counselor at Camp Spearhead. Now he is interning with the staff at Washington Center, the school district school for brain-damaged youngsters. We are told Steve is doing a great job. We admire you, Steve.

Melodie Cooper is joining our Friday guidance sessions and looking for career possibilities in writing.

On November 8, Mary Blake and Priscilla Walker have an appointment with a professor in the computer department at Clemson University. Both students are seeking summer and part-time jobs at Clemson after graduation and plan to be full-time students at Clemson next year. Isn't this a professional way to attend college?

JOBS IN DEMAND:*

Chefs - Restaurants cannot find enough good chefs. Big demand means big pay -- as high as $40,000. A new restaurant advertised recently for a chef, beginning pay $17,000. Where to get training? Answer: Greenville Tec, Food Services Division.

Secretaries and Clerical Workers - Businessmen say they simply can't find enough qualified office help.

Health Careers - This field continues to grow. Qualifications: one or two year post high school programs available at Tec; four-year programs available at College of Charleston.

Architects - Demand is up due to plant modernizations and expansions. Better plan on six years of college.

Pilots - 300,000 new pilots will be hired by 1980. Reason: Expanded use of private planes and retirement of older pilots. More women are successfully seeking these jobs. You'll need two years' college minimu

Underwater Divers - If oil is found off the East Coast (and it appears Texaco has found it), a tremendous demand for deep-sea divers will open up. Pay: excellent; demanding and dangerous.

JOBS NOT IN DEMAND:*

Teachers - Families are getting smaller.

Social Workers - What has Proposition 13 said?

Veterinarians - Only 15% of those applying are being accepted int veterinary medicine schools. Many of these are women. You'd better be a straight "A" student to consider this field. (Idea: a two-year technical course as veterinary assistant is available in the Tec System)

*Career statistics in this newsletter are taken with permission from CAM Reports, Priam Publications, East Lansing, Michigan.

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Telephone (803) 288-5863

Experiential Career Education

NOVEMBER, 1978 Newsletter

Education is working at J.L. Mann

WHY CAREER GUIDANCE?

Today's students are likely to have eight different careers in a life time. The popular career fields today are often tomorrow's casualties.

Why bother, then, with career guidance?

It's the person who has identified his own talents and strengths, and the person who has learned to think and solve problems, who can successfully change careers and learn the tricks of the trade. That's what career guidance is all about.

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

VARIETY IN CAREER EXPLORATION

During this nine weeks, Mann students are traveling in many career directions.

Teresa Terry is exploring a career in photography at Litho Services and Greenville News. Brook Cely is repairing small engines at Taylor Rentals. Bill Guest is interning in real estate. Mary Allgood is doing art work at The Advertising People, Inc. Randy McDonald is working at Greenville Aviation. Bill Watson is checking out computer repair work at IBM.

Students are checking out a number of health careers: pediatrics, radiology, respiratory therapy, rehabilitation, food services, and medical records. Students are working in the offices of the sheriff, solicitor, and public defender. Students are checking out early childhood education, retailing, and vocational rehabilitation.

How's that for variety?

SPARE PARTS FOR SALE

Human parts, that is. This industry is growing 15% each year, offering items such as aortic valves, hip and knee replacements, pace makers, finger joints, implants, artificial lenses. Soon to be offered are implantable muscles, tendons, contraceptive capsules, tear ducts, bile ducts, working eyes, and an artificial heart.

WANT TO JOIN THE CIA

If you have a college degree, leadership potential, knowledge of world politics, and a knack for foreign languages, you might get the job. Women and minorities are sought after.

WHAT THE STUDENTS SAY.....

75% of the American public gets all their news from radio. A reporter's job is to serve the public's interest. The public has the right to know.

David Smith.

I guess if a student sits and doesn't say anything, then the people he's with won't say anything either. But if you ask questions and get involved, you'll learn a great deal more. I think people really like sharing their careers.
Dean Kelly.

We got ready to spay a St. Bernard. Luckily the dog wasn't too dopey from the shot so it could walk to the examining room. While the nurse cleaned its teeth, I kept putting a towel in its mouth to absorb the water, blood, and saliva. Dr. Howell and the nurse carried the dog into surgery and I observed the operation.
Sarah Ross.

Today I sat in on a conference with an interior decorator. We are going to remodel the waiting room and refurnish the conference room. Then I worked on a house plan. Tom Tinsley.

Mrs. Schroeder gave us a demonstration of the Financial Wizard Machine. With this machine a person can make a loan, deposit, or withdraw money. In banking the key word is service. Bill Guest.

The children wanted me to read them a story. After I read for a while, I had them read to me. Having them read to me made them feel important.
Mary Beth Thompson.

Old age cannot be defined. A person in advanced age may have a more healthy body and active mind than a younger person. It's the way the person looks at life that makes him old or young. Regina Leonard.

*Career statistics in this newsletter are taken with permission from CAM Reports, Priam Publications, East Lansing, Michigan.

CAREER NEWS YOU CAN USE:*

It's predicted that finding a job will get easier in the '80's because the supply of people entering the labor market will be less than it has been in the early '70's.

Petroleum Engineers are getting rich - beginning salary, $1653 per month. Other salary leaders in 1976-77 are chemical engineers, masters of business-technical, and mechanical. Low man on the totum pole is the humanities graduate.

Reverse Discrimination: Many men today are choosing careers that used to be women's work and they are finding that they often face ridicule from family and friends.

Women's athletic programs are growing. In 1971, 294,000 high school girls were participating in sports programs. In 1976, the number was 1,645,000. Since 1971, the number of colleges offering women's athletics has grown from 280 to 825.

Better jobs, more sophisticated machines, and less monotony are seen in the office job of the future. Jobs will demand skill and computer training.

Toxicologists Needed: Toxicology is the science of poisons, their effects, and their antidotes. Monsanto Chemical Company has a big grant program in toxicology. The student takes courses such as biology, chemistry, pharmacology, and entomology. The toxicologist monitors, tests, and counsels.

For Additional Information:

Members of J.L. Mann's EBCE staff are available to assist other schools who have questions about Experiential Career Education.

Project Director – Dr. William Stubbs
Project Coordinator – Alice C. Badenoch
Community Resource Coordinator – Bill Kendall
Guidance Counselor – Helen Smalls

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Experience Based Career Education

CAREER EDUCATION NEWSLETTER January, 1979

Education is working

Three Greenville high schools now have students enrolled in a career program which bridges the gap between the classroom and the working community. With the start up of second semester, students at J.L. Mann, Eastside, and Wade Hampton High Schools are enrolled in EBCE. Woodmont High School students will begin participation in the fall of 1979.

According to one estimate (in The Futurist, August, 1978), eighty percent of today's working Americans are "misemployed." They are misemployed because they have stumbled into jobs, then accumulated seniority and benefits, and feel they cannot risk changing.

EBCE students do not plan to stumble into their careers. These students are spending six hours per week exploring careers available in Greenville's business community. They are spending one hour per week in group counseling sessions, analyzing these community experiences and assessing them in relation to innate capabilities and interests. Thus, EBCE students will find some career direction while still in school. EBCE students do not plan to be misemployed.

DEMAND FOR COMPUTER PERSONNEL

More job openings than job takers are seen in the computer career area, with salaries rising at a fast rate. One survey notes a 217% increase in demand for computer personnel over 1977 according to Manpower Comments, October, 1978.

Three EBCE students are checking out computer careers: Audrey McGinnis, Eastside; Mark Lindahl, J.L. Mann; Steve Land, Wade Hampton.

VARIETY IN CAREER CHOICES

EBCE students are traveling in many directions to explore careers this semester.

Six students are exploring advertising, both graphics and copy: Maria Slattery, J.L. Mann; Janet Stephens and Karen Studstill, Eastside; and Mary Armstrong, Beth Clawson, and Jan Pittman, Wade Hampton.

Two students are exploring the field of forestry: Bryon Gosnell, Wade Hampton; and, Jerry Rye, Eastside. On February 14 a representative from the South Carolina Parks Commission will be at J.L. Mann to discuss summer park jobs. These EBCE students will be good prospects.

Additional careers being explored this semester include horticulture, business, social work, architecture, communications, teaching, and machine repair.

HEALTH: FASTEST GROWING CAREER AREA

Health now employs 6% of the U.S. work force. This makes the field of health the second largest industry, according to the September 4, 1978 issue of Business Week.

Many EBCE students are exploring health careers, including a variety of technical areas, pre-medical, and orthodontics. Linda Holland, Angela Crain, Tricia Penick, and Randy Bruce, Wade Hampton; Carol Carver, Cathy Locke, Vanessa Sullivan, Rhonda Tinsley, Becky Vaughn, Robby Vaughn, Cara Johnston, and Robin Carson, J.L. Mann.

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

ENGINEERING PROSPECTS GOOD

A survey by the Chemical and Engineering News, October 23, 1978, indicates increased hiring in areas of chemistry and chemical engineering. Other areas of engineering also have a bright future outlook. Melanie Kelly, Eastside; Peter Norman, Ricky Watson, Crystal Harrison, and Joe Mohrman of J.L. Mann are completing EBCE explorations in engineering.

LAW FUTURES NOT PROMISING

The president of the American Bar Association has stated that the association has an "affirmative obligation to warn young people" that a law degree "is not a guarantee of fortune and financial independence." It's a matter of supply and demand. Law schools are presently graduating about 8000 more students per year than jobs available, according to the New York Times, August 6, 1978.

Five EBCE students seek further information about law-related careers: Stacey Dunn and Katie Smith, Eastside; Chuck Barrett, Sally Pyle, and Mellodee Cooper, J.L. Mann.

PAYOFF IN FOREIGN LANGUAGE SKILLS

Sylvia Porter, in her syndicated column of November 18, 1978 provides statistics on international trends that enhance job opportunities for foreign language students:

One American in six owes his/her employment to foreign trade.

Many companies earn a sizeable share of profits overseas. Many businesses in this country are "local nationals" of foreign-owned companies. Michelin and Saco Lowell are only two examples of this trend in Greenville.

United States is today the fourth largest Spanish-speaking country in the world.

Pam Shaw of Eastside High School plans to utilize foreign languages in some career area although she does not wish a traditional teaching job. Pam will explore at the School District's bilingual education center and then move into other career areas utilizing Spanish and French.

MECHANICS NEEDED

Jobs for industrial machine repairers are expected to rise faster than the average according to an article in U.S. News and World Report, November 13, 1978. The textile industry needs repairers to cut loss from man-hours due to breakdown. Other repairers needed include auto, computer, coalmining machinery, and oil rig equipment. Joe Maiorino, Joe White, and Gregg Lott of Wade Hampton are checking out this career area.

ACCOUNTING PAYS WELL

Beginning accountants earn $12,000 to $19,000, but partners in firms earn $100,000 to $300,000. (New York Times, December 17, 1977)

Elaine Tolbert at J.L. Mann is working toward an accounting career.

CIRCUS CARTS AND WILD ANIMALS

If you want to join the circus, you may wish to enroll in the School for Circus Arts, Amsterdam Avenue and 110th Street, New York. Many clowns obtain their training at Ringling Brothers and Barnum and Bailey's Circus School in Venice, Florida.

Moorpark College in California is now offering a degree in Exotic Animal Training and Management. Graduates will be challenged to maintain our country's wildlife heritage. This demanding course of study is described in Community and Junior College Journal, October, 1978.

SUPER NURSES

Nurse Practioners are new health professionals who perform many routine tasks normally performed by the doctor. Average pay is $14,000 per year.

SHORTAGE OF SKILLED LABOR:

Evidence points to an increasing shortage of skilled and professional workers. According to the October 16, 1978 Wall Street Journal, shortages exist in areas of machinists, welders, toolmakers, computer programmers, clerical workers, and secretaries.

Forbes, December 11, 1978, says that 50,000 secretarial jobs cannot be filled although secretarial salaries are rising at more than 10% per year.

CAREER PANELS POPULAR

A panel to discuss non-traditional careers for women was held at Eastside in November. Eighty students attended. Dot Hammett, a building contractor; Charlene Timms, a veterinarian; and, Muriel Smith and Katie Poe, both attorneys, encouraged students toward high career aspirations.

In October, Jack Pinckney, an architect, discussed this career area with 13 students at Eastside.

Girls interested in engineering at J.L. Mann discussed this career with staff from Greenville Tec's ENTRIES program in December.

Jobs in conservation will be the topic of a career panel at Mann in February.

WHAT THE STUDENTS SAY.....

The Honeywell people respect my yearning to learn about computers and they are teaching me important concepts I could never learn in a classroom. I will never be able to repay the value of the experience. Rick Watson.

Desi is a little boy who got hit by a car. He's doing fine and will be out of the hospital in 3 months. I play games and paint with him. Most of the people in occupational therapy have 5 years of college. Sherry Bostic.

A birdie is a machine that helps the patient breathe. You hook up one tube to oxygen and 2 more tubes to a mouthpiece. When the patient breathes, the oxygen expands the lungs. I would like to be a respiratory therapist. Becky Vaughn.

After I scored my test at Voc. Rehab., I saw that my main interest is in biological science. When I took a test on coordination with small objects, I found I was very slow. Cara Johnston.

I sat in on two credit counseling sessions at Family Counseling. One involved a lady who had forged 27 checks and will probably go to jail. The other was a lady who was just plain broke and needed help with a budget. Chuck Barrett.

I went out in the WQOK Cruiser with the engineer and measured antenna power at different points. Tom Tinsley

At Cothran, Sims, Barker I sat in on a sales meeting in which we discussed how to get new prospects. We also went out to measure a house for appraisal. Bill Guest

The major portion of the charges in the magistrates court are "driving under the influence of" (DUI), A highway patrolman testified. Doug Ginn.

Occupational therapy is mainly working with the upper extremities of the body. Most exercises work with arms and hands, for instance. They have weights and boards patients must reach for. Shelia Sullivan.

I met the head of the County Crime Lab, a retired FBI crime lab specialist. He explained how he makes finger prints then he showed us some plaster-of-paris tire prints made of a suspect's car. He finally showed us the test for pot. He shared with us some FBI stories. He was a delightful and well-informed man. Chuck Barrett

The nurses taught me how to make beds, take blood pressures, and give baths. Do you know that when you have the stethescope on and hold it down, you can hear your finger move? Cara Johnson.

I believe if someone wanted a health career but did not want direct patient contact, that medical records is a good pick. It is one of the most important hospital jobs. Malinda Wright.

We saw where the patrol cars pull up with criminals, the breathalizer machine, and the I.D. room. Then we saw the cell blocks. While we were talking, the detective put some handcuffs on me. Boy was that a strange feeling. Sarah Rose.

The Ultra Sound machine in Radiology in mainly used to check possible abnormalities or problems with pregnant women. Malinda Wright

Today at Voc Rehab I worked with people who are very slow with their hands, trying to help them. Voc Rehab helps these people get jobs. Lynn Medlin

TEACHER-EXCHANGE

Here's an address to use in obtaining information on teaching overseas next summer.

Teacher Exchange Section
Division of International Education
Office of Education
U.S. Department of H.E.W.
Washington, DC 20202

Jobs will be available for exchange in Canada, Germany, New Zealand, Switzerland, and the United Kingdom. To apply you need several years teaching experience and you need to get your application in soon.

An invitation

EBCE Staff is eager to share with visitors the concepts and procedures incorporated in this EBCE program. Should you wish to visit with us, or if you wish additional information regarding EBCE, please contact the staff.

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Improving equality of sex roles in careers

Outlook for women is excellent in these career areas: Accountants, Computer Specialists, Dentists, Engineers, Financial Managers, Lawyers, Personnel Managers, Real Estate, Physicians,

WOMEN NEED TO LEARN MORE ABOUT ECONOMICS:

1. Women working full time in 1977 earned 58% as much as men and that percentage is less than the 64% earned in 1955.

2. Most women work in jobs such as clerical, apparel, nursing, retailing. These jobs tend to be low paying.

3. The "skill" needed to be a mother is not viewed as a skill in the labor market. Why?

4. 53% of the voters are women. Of the six women who recently ran for Greenville's County Council and Legislative delegation, how many got elected? Answer: zero.

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The School District of Greenville County
J. L. Mann High School
61 Isbell Lane Greenville, South Carolina 29607

Experience Based Career Education

EBCE Newsletter February, 1979

Education is working

Jack Pearson, Social Studies Teacher at Woodmont High School, has started working with Mann's EBCE staff in preparation for an EBCE program at Woodmont High School in the fall, 1979.

On February 14, Priscilla Walker, Mann, traveled to the University of South Carolina in Columbia with Mac Hill and John Pittman, Managing Editors of the Greenville Piedmont and the Greenville News respectively. After completing EBCE exploration at the Greenville Piedmont last year, Priscilla was offered a part-time job at the newspaper, and she has been working there ever since. Priscilla has been accepted for enrollment at U.S.C. for 1979-80 and Mr. Hill and Mr. Pittman feel she has a career future in journalism. While at the University, Priscilla was introduced to both the Dean and the Department Head in Journalism.

Sue Rynn was recently honored as "Student of the Month" at Eastside High School. In an article in the "Eagle's Cry," Sue had this to say about EBCE (in part): It's a great idea. I can learn so much more about my intended career by working with people and seeing what they do. I discover more from working in the career area than reading about it. Sue is exploring social service careers. She is President of the National Honor Society at Eastside.

Bill Guest, a graduating senior at Mann, determined on a real estate career during his semester in EBCE. Eager to receive his license to sell real estate, Bill has been taking a night school real estate course. He's been the youngest student in this career program. Staff at Cothran, Sims, Barker have encouraged Bill in his ambitions.

While exploring a career in sports broadcasting, Mike Gover, Wade Hampton, has spent many evening hours working with the WFBC-TV sports crew. He attended both the Easley Touchdown Jamboree and the Furman-Appalachian game with Jim Phillips and co-workers, sitting in on pre-game press conferences and helping to edit film after the event.

Mary Armstrong, also of Wade Hampton, has been offered a summer job in the copywriting department of WFBC-radio. The job offer is an outgrowth of her EBCE experiences at the radio station.

Brian Gosnell, also of Wade Hampton, has been offered a summer job at Paris Mountain State Park as an outgrowth of his EBCE experiences. Brian and Tim Stewart of Eastside are exploring ecology-related careers. They hope to be able to visit the marine-biology laboratory in Charleston at some future time in order to learn more about this career area.

Richard Salais, Wade Hampton, received a special merit award in recent art competition. His work is presently on exhibit at the Art Museum. Richard is currently doing an EBCE practicum in electrographics at the museum.

Ask Jerry Rye, Eastside, what he received on Valentine's Day in return for his labor at EBCE site.

Ask Stacey Dunn, Eastside, to describe the interview techniques he has developed.

EBCE bridges the gap between classroom & community

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

EBCE GRADUATES:

Many Mann graduates are participating in or working toward careers they explored through EBCE in past years:

Brent Clinkscale, 1979, has been accepted in pre-law at Duke University. Brent interned in both law and business. He received a football grant-in-aid.

Walter Brown enjoys the job he received at Harrison Electric after his 1978 graduation. Walter chose an internship in drafting.

Roy Cook, 1977, is a sophomore business major at Francis Marion College. Roy still retains his EBCE contacts at C & S Bank and plans a banking career.

Benny Forrester, 1977, is completing his second year of law enforcement training. Bennie determined on law enforcement in EBCE.

Community Participation:

Approximately 100 local businesses industries, and agencies are presently opening their doors to EBCE students, making available to them almost every job available in Greenville County.

The following companies are new participants: Fairway Ford, Southern Bank and Trust Company, Dan River, Southern Bell Telephone Company, Cryovac, Senior Action, Inc., Shriners Hospital.

AGING SPECIALTIES ARE NEW CAREERS.....

Graduates in career areas which specialize in Aging should be optimistic about locating jobs, according to the Occupational Outlook Handbook, Spring, 1978.

Architects are needed to design nursing homes and special housing for aged people. Librarians trained in gerontology are finding jobs in a tight labor market. Special areas of geriatrics are also opening up jobs in health careers.

MONTHLY EARNINGS IN HEALTH CAREERS.....

Here are average monthly earnings for experienced employees in health careers, as noted in a survey done by the University of Texas:

Nurse anesthetist	$1697
Pharmacist	1593
Clinic nurse (master's degree)	1477
Head nurse	1375
Speech pathologist	1372
Medical social worker	1340
Medical librarian	1338
Audiologist (hearing specialist)	1304
Dietician	1224
Physical therapist	1206
Occupational therapist	1178
Staff nurse	1170
Medical illustrator	1091
Respiratory therapist	1071
Recreational therapist	1069
Radiologic (x-ray) technologist	1031
Medical laboratory technician	975

EBCE WHAT STUDENTS SAY

Today was my first day at the nursery. I went with Jean into one of the greenhouses. She showed me how to break off the "pups" that grow on the mother plant so that they can be rooted. Then I went out to see a landscaping job.

Sarah Ross

I worked with a group of children who were learning their numbers up to twenty. I noticed that the children could do the work but a few of them needed reassurance.

Mary Beth Thompson

I worked with an engineer who designs water pollution filters. He showed me the process and the blueprints, sketches, and tools used.

Peter Norman

At WFBC a man in the creative arts department let me work a print machine. I lined up letters and designed my own layout, took a picture of it, and processed it.

Maria Slattery

WHAT STUDENTS SAY.....

I was given an I.D. and a password so that I can use the Daniel computer. I learned how to log on and then how to edit and input modes. I learned various commands for moving files, and how to log off. This is a medium-sized IBM computer and I'll be using COBOL language.

Mark Lindahl

Our assignment at the attorney's office involved researching the restrictions on parcels of real estate that a client intends to develop. After studying a map of the area, we taped the parcels on as in a jigsaw puzzle. Then we transferred onto the parcels information we found in the block books: the numbers, property owners, et al.

Mellodee Cooper

The groomer at the animal hospital said the grooming course took 3 months. She was grooming a white toy poodle. The poodle was given cortisone pills for "hot spots," places where he chewed himself. I held a golden retriever on the table while the veterinarian checked his temperature. I watched a beagle mother deliver four pups. Two were dead. One was a particularly difficult breech delivery.

Diane Lotermoser
Eastside High School

Credit counseling is for people who have failed to manage their money and are in serious debt. In many instances, these people actually turn over their paychecks to the counselor and he works with the creditors. Those in debt are put on a budget that will eventually relieve them of debts.

Sue Rynn
Eastside High School

Police dispatching is taught by on-the-job training. The only requirements are to have good nerves, common sense, and to be able to do more than one thing at a time.

Vicky Mabery

The bilingual students at Hollis go to school from 10 a.m. to 4 p.m. The teacher left me with the Spanish-speaking students for about 15 minutes. I talked to them mostly in English but at times in Spanish. I will be going out with a native speaker to one of the households where English is not spoken.

Pamela Shaw
Eastside High School

The Peace Rehabilitation Institute is impressive. All of the teams that work with patients converge once a week to discuss patient progress. Most of the "quads" or paralyzed people are young and have been in car accidents. The therapists use lots of games that encourage the patient to strengthen that part of his body which is able to move.

Robbie Vaughn

FACTORY WOMEN SEEK GOOD PAY.....

Factory women are producing the goods rather than the paperwork. They are busy meeting quotas. Some of their jobs are dirty, and some are dangerous.

Factory women work to have better-paying jobs than they might have in an office, and they receive, job-for-job, equal pay with men.

One woman, interviewed by the Chicago Tribune, December 18, 1977, said, "I know how people feel about factory workers. They think, 'See what you get for not going to college!' But my work (as a factory laboratory assistant) is interesting. I love what I do."

According to Department of Labor figures of 1977, 5.3 million American women work in factories.

Women's participation in the work force in September, 1978, exceeded 50% for the first time.

"Example is the school of mankind, and they will learn at no other."
Edmund Burke

EBCE WHAT STUDENTS SAY

I watched the therapist work with a cardiovascular patient who had had a stroke which damaged the right side of the brain. The right side of the brain controls the left side of the body and also sight as far as distance and location are concerned. This patient had lost movement of his left leg and left shoulder and the body temperature on his left side was 5 to 10 degrees lower than on his right side.

Anne Robinson
Eastside H.S.

An invitation

EBCE Staff is eager to share with visitors the concepts and procedures incorporated in this EBCE program. Should you wish to visit with us, or if you wish additional information regarding EBCE, please contact the staff.

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INSURANCE SALES LUCRATIVE CAREER

The minimum guaranteed income for the insurance sales person is in the range of $15,000 to $19,000, with some individuals earning in excess of $50,000. The insurance salesperson is an independent business person. Income is dependent upon performance. Thus the salesperson is challenged toward ingenuity and creativity.

The salesperson can advance in five to seven years from field sales to district level management, according to M.B.A. (October, 1978).

Since income will fluctuate, any career salesperson must be one who can live with a degree of risk, as opposed to the person who will settle for lower pay in return for secured income.

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Experience Based Career Education

EBCE Newsletter March, 1979

Education is working

EBCE will be offered to thirty teachers this summer. These selected teachers will have an opportunity to gain an educational perspective on the working world in a program developed co-jointly by the National Alliance of Business, Furman University, and the School District Administration and EBCE staff. These teachers will work four days per week at participating businesses, exactly as EBCE students are doing, discovering career needs in relation to academic skills. These experiences will help the teachers bridge the gap between school and the world of work. On Fridays, the teachers will meet at Furman for a guidance/academic component. Ms. Helen Smalls, EBCE Mann, and Ms. Martha Edwards, EBCE Eastside, will be working with Dr. Judith Gatlin of Furman on this component.

While at WFBC-TV, Terry Driesse, Eastside, participated with Katrina Daniel in interviewing Olivia de Haviland. Terry hopes to have an internship at WFBC-TV this summer.

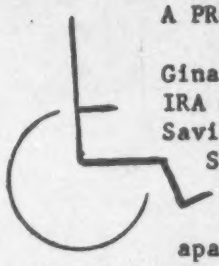
Cara Johnston, Mann, has obtained an after-school job at the office of Dr. Jack Chandler, Pediatrician. This is the perfect job for Cara, as she plans on a health career that deals with children.

A Women's Club has been organized at Wade Hampton by Ms. Mary Lasher, Assistant Principal. The Club will meet once each month to discuss career issues with a focus on non-traditional career areas for women. At the first meeting on March 3, Ms. Helen Smalls, EBCE at Mann, discussed current trends.

Maria Slattery, Mann, made the headlines for this issue while she was at Leslie Ad.

On March 23rd, Chuck Barrett, Mellodee Cooper, and Sally Pyle, all at Mann, and Katti Smith of Eastside will participate as prosecuting attorneys and defense attorneys in a simulated accident case. The "attorneys" have taken depositions from their "clients" and are building their cases. Court will hold session at the law firm of Wyche, Burgess, Freeman, and Parham.

A PROFILE IN COURAGE



Gina Johnston is an Assistant IRA Officer at Fidelity Federal Savings and Loan Association. She drives herself to work each day, does her own grocery shopping, cleans her own apartment, and goes swimming on the weekends at the YWCA. She is an active member of several community organizations. For her vacation last year, Ms. Johnston flew to New Orleans to see the King Tut exhibit.

None of this might seem unusual except that Ms. Johnston is a paraplegic: she was in a car accident while in her senior year in college and she has been in a wheelchair now for ten years.

Ms. Johnston arrived at a career of banking indirectly. In college, she was majoring in elementary education. During her recuperative years, she did volunteer work at the hospital and dreamed of pursuing a medical career. Then, needing a part-time job, she applied at Fidelity Federal. She has had a full-time banking career now for three years.

In addition to her job, Ms. Johnston is an active member of the Mayor's Committee on Architectural Barriers for the Handicapped. This committee works toward making the community easier for the handicapped person to live in. For example, with the encouragement of this committee, the library made a new ground level entrance and other "wheelchair" modifications. The committee was also instrumental in having ramps built into the Main Street curbs.

Ms. Johnston also enjoys Little Theatre and Community Concerts for recreation. If seats are sold out, she has one distinct advantage: she brings her own chair.

Ms. Johnston's courage and determination are a model and inspiration to all of us. No matter how large or small our handicaps and barriers may be, we, like Gina Johnston, should set goals and work toward productive and rewarding lives.

Mellodee Cooper--An EBCE Student who is Orthopedically Handicapped

Career Prospects

AIR TRAFFIC CONTROLLERS

Since more and more people travel by air, a need exists for more air-traffic controllers. At present, according to Working Woman, February, 1979, the Federal Aviation Administration employs 27,749 controllers, of whom 1,415 are women.

Requirements:
- High grades in college or
- 3 years experience in a job that shows you have ability to become an air-traffic controller
- Passing of a written 3 hour exam testing your perception, math abilities, and personal attitudes
- Passing of an oral test that measures your ability to follow directions
- Passing of a psychological test, medical exam, and job interview

Entry level pay runs about $14,000, with possibilities of $32,000 in three years. For information write F.A.A., 800 Independence Avenue, SW, Washington DC 20591. Remember, though, this is a difficult and demanding career.

APPAREL CAREERS OVERLOOKED

Jobs in the apparel field are often waiting to be filled. Change is the name of the game in this field, with a particular need for graduates with degrees in apparel technology or business, according to the New York Times, January 24, 1979. Most top positions are still held by men, although in California this is changing. Entry level jobs pay $12,000 to $15,000 in production. A middle management person with production and marketing experience might earn $25,000. The industry is said to offer unusual opportunities for the person with imagination.

NEED FOR TECHNICAL WRITERS

An increasingly complex job world has increased the demand for writers who can present scientific and technical information in a simple, clear, factual style that can be understood by both the scientist or engineer and Mr. Average Man. Examples of technical writing include reports to stockholders, funding proposals, instructions for use of equipment, and sales materials.

According to Insider, 1979, there are no standardized credentials for this career, but one should have strong technical background. An experienced technical writer earns $17,000-$25,000 a year.

HIGH PAY IN INDUSTRIAL SALES

A successful selling career calls for a competitive spirit, tenaciousness, and a thick skin--and the ability to be a self-starter, to get up when the alarm clock rings. The individual with these qualities can make good money in sales--often more than $50,000 per year. According to Business Week, February 19, 1979, many women are finding success in corporate sales such as steel, brewing, and lumber. Although a woman may face discrimination in gaining entry into one of these non-traditional sales fields, she will be rewarded without bias as pay will be related in some objective way, to sales input.

The sales career demands long working hours, travel, and sometimes rude rejections. In return it provides high pay, freedom, and autonomy.

PHYSICAL THERAPY IS GROWTH CAREER

It is estimated that 2500 additional physical therapists are needed each year. Such growth is for three reasons:

1. People today understand that disabilities can be overcome.
2. People today are more conscious of physical fitness
3. Emphasis on better health care is a national concern

32,000 people are currently licensed as physical therapists, according to Working Woman, January, 1979. Greenville is fortunate in having a major health care center which specializes in long-term therapy, the Roger C. Peace Institute of Rehabilitative Medicine.

"The direction in which education starts a man will determine his future life."
Plato

WOMEN AS GEOLOGISTS

The percentage of women in mining geology has increased from 3.5% in 1975. By 1977, this percentage had increased to 7.8% according to the New York Times January 10, 1979. Scholarships for women are now available at Colorado School for Mines, perhaps the best mining school in the U.S.

Requirements:

Mechanical knowledge
Computer courses
Accounting
Master of language
Ability to ride a horse, use skis, and snowshoes
Camping skills
Ability to use a rifle

What the students say...

Most patients on this floor of Memorial Hospital are older people or people with long-term illnesses. I observed the nurse giving medication. The nurse also showed me how an IV is done. Then I helped take a man to X-ray. Tricia Penick, Wade Hampton.

At Goudelock Ad Agency, I got to see how relationships must be managed between agency and clientele by going out with a sales executive. I also went out on a photography assignment for an ad featuring rental machinery. The photographer works from an artist's layout, so the artist must consider what the camera can and cannot do. When I left after 2 hours, they were still setting up and I realized it could take hours to get the right affect. Janet Stephens, Eastside

I worked with members of the Clinical Engineering Department at Memorial Hospital on repair of a cancer treatment machine. Repairmen from California had been flown in and they explained the machine operation. Next I was shown how the heart monitors work. Another day I saw the automatic robots that carry materials around the hospital. These carts operate through their own halls and elevator. Stepping into the tram cart room is like stepping into the 21st century. Peter Norman, Mann.

The classroom at Montessori School seemed like controlled chaos. The teacher has definite teaching plans, but allows the children to learn at their own pace. The kids are doing different activities in all corners of the room. Shelves are lined with activities to be done. The children help each other. They seem more independent. Each classroom has a teacher and an aide. Ann Fitzgerald, Eastside

At Leslie Ad Agency, I helped with a paste-up and made a couple of prints for an ad. I learned how to set type for headlines. I learned how to make a print from a negative in the dark room; how to develop it and wash and dry it.
Jan Pittman, Wade Hampton

At Hillcrest Middle, the students went straight to work on their current shop project, drink holders. I was busy. I helped some cut metal, I helped others bend the metal into the shape of a holder, and I helped them rivet their pieces together with a rivet gun.
Randy Williams, Mann

I helped in clearing away fallen trees at Paris Mountain State Park. We cut them up and hauled them to the grinder. The jobs here don't require any education beyond high school, though one man has a 4-year degree from Clemson in Parks and Recreation. Advancement is made on seniority. Tim Stewart, Eastside

Community Participation:

The following firms are new EBCE participants: WGGS-TV, Goudelock Advertising, Clark Publishing, Golden Strip Realty, Lookin' Good Hair Design, Greenville Dental Lab, Funcraft, Montessori. In May, we plan to publish a list of our over 100 community participants.

"In a community devoted
to the search for wisdom,
the true relationship between
people is that all are students
and all are teachers."
Charles Reich

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

EBCE IN RETROSPECT

I was an EBCE student during the program's first semester of operation. I thought I wanted to become a police officer and EBCE exploration confirmed this choice.

Today, I am looking forward to a career as a state or federal law enforcement officer. I'm finishing up my second year at Tec and will transfer to USC in the fall to complete a four-year degree in criminal justice. I'm proud of my "B" average in college courses; in high school I had a low "C" average.

How has EBCE effected my progress? Well, first of all, EBCE brought me to a specific career commitment. I'm sure that I've worked harder at my college grades because of this--a genuine commitment to my future.

Furthermore, many of the folks I met through EBCE became lasting friends and mentors in my progress. They advised me on a program of study that would give me the option of a police job after two years if I did not choose the four year route. They helped me select courses that would transfer; they encouraged me when courses were difficult. They have made me confident that I will find meaningful employment when I graduate.

Ben Forrester, Mann, 1977

"In life, as in chess, forethought wins."
Charles Buxton

Experience Based Career Education

bridges the gap
between
classroom & community

An invitation

EBCE Staff is eager to share with visitors the concepts and procedures incorporated in this EBCE program. Should you wish to visit with us, or if you wish additional information regarding EBCE, please contact the staff.

Project Director—Dr. William Stubbs
Project Coordinator—Alice C. Badenoch
Community Resource Coordinator—Bill Kendall
Guidance Counselor—Helen Smalls

J.L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607
Telephone (803) 288-5863

*Career statistics contained in this newsletter are taken with permission from CAM Reports, Priam Publications, East Lansing, Michigan.

*Points of view or opinions stated herein do not necessarily represent official Office of Education policy or position, although the program is presently performed pursuant to a grant from this office.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane
Greenville, South Carolina 29607

Experience Based Career Education

EBCE Newsletter April - May 1979

Education is working

Since this will be the final newsletter of the 1978-79 school year, the EBCE staff takes this opportunity to thank the many, many individuals in the community who have "taught" EBCE students.

On page three, we list the approximately 140 businesses, industries, and agencies which have worked directly with the EBCE program. If an average of five employees at each of these sites were involved, then 490 community teachers would have made a contribution to the career education of our students. Actually the number must be even greater than 490. In the Greenville Hospital system alone, employees in more than fourteen different departments have "taught" EBCE students.

From this diversity of career areas, a variety of experiences have been provided our students, as befits the variety of their individual needs. Journal excerpts in this newsletter reflect this diversity: forestry, respiratory therapy, law enforcement, manufacturing, reporting, engineering, commercial art, teaching.

As teachers, you have been inspiring. Becky Vaughn says, "You have helped me set a goal in life. I know that someday I will be working in a career I enjoy."

This motivation has been accomplished because you shared your time, your tasks, and most importantly, yourselves, with a young person. Time after time, students such as Becky emphasize their enjoyment in learning by working with you. How better could you inspire young people than by sharing with them your own work ethic and the success it has brought you.

Some of you have asked whether EBCE has had any lasting effect on students. Ben Forrester, an EBCE student three years ago, says, "Yes, EBCE had a lasting effect on me. Working with community teachers in EBCE impelled me toward a genuine career commitment as a law enforcement officer." And in his letter, reprinted on page two, Ben describes how you, his community teachers, have continued to mentor his progress. To read Ben's letter is to know that some of you have influenced his life.

We on the EBCE staff feel that you, the community participants, join with us in believing that the EBCE program is a solid educational venture, one which could benefit high school students throughout the School District of Greenville County.

We thank you for sharing with our students the adult realization that "education is working."

What the students say...

To see if I had any potential, WFBC-Radio gave me a sample commercial to work on. They liked my work and gave me my own spot to do for the movie "Inheritance." The second day I was offered a summer job. I couldn't believe it!

...Mary Armstrong, Wade Hampton

The ranger and I covered 120 acres of Paris Mountain by foot, getting an idea of how much timber was actually on the land. After final calculation, the timber was put up for bid. The stand of timber will be clear cut and replanted.

...Bryan Gosnell, Wade Hampton

The lieutenant showed me all the equipment in the communications room and explained its functions. I saw the special machine used by the deaf to call the police.

...Jody Solesbee, Mann

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Ben Forrester, Mann, 1977

At Henderson Advertising, I was given a page advertisement for a paint company and told to design in my own lettering. I felt-tipped the letters in black. When I handed it in, he said he liked it and that I should "Look for this in the Sunday paper"!

...Beth Clawson, Wade Hampton

All of the radio commercials, songs, news, and weather are programmed to come on at a certain time by a computer that looks like an adding machine. The news is recorded live at fifteen after each hour and then played at the top of each hour. A small dictation machine records everything aired. The FCC requires this to protect advertisers.

...Beth Kern, Eastside

EBCE is great. It has helped me set a goal in life. I know that someday I will be working in a career I enjoy--as a respiratory therapist.

As an intern in respiratory therapy in EBCE, I work at Greenville General Hospital on Monday and Wednesday afternoons. I work in four different departments: Coronary care (for patients with heart problems); Intensive coronary care; Post intensive coronary care (for patients who are improving or who have no hope); and, coronary care for the patient with extensive brain damage.

I see a lot of unpleasant sights. The respiratory therapist must deal with death with one patient out of ten. I saw one patient with burns over 70% of his body. The sight was awful and so was the smell. I saw a patient die.

The bad sights are balanced off by the many patients who are getting better. The respiratory therapist assists in patient treatment by giving breathing treatments, checking ventilators, and transporting patients for treatment. I love my work.

An EBCE student gets right to work and learns by working. Last year my grades were just awful. This year they are great. EBCE is the best thing that ever happened to me in school.

...Becky Vaughn, J.L. Mann

I worked with the artist at Leslie Advertising on ads for Northwestern Bank of South Carolina. The ads featured the branch managers. While the artist worked on the pictures, I did a print for each name. I had to center the names and find the measurement for shooting them at 49%, then go in the darkroom and shoot the copy. When the copy was ready, I put it through the developing machine, washed it off, and hung it up to dry. I really enjoyed learning today, because I was able to do some work for the artist and learn at the same time.

...Karen Studstill, Eastside

I am working with the isometric Pipe Designer on a project to be built in Iceland. I am helping to build the models and doing some isometric drawings.

...Brook Cely, Mann

THANKS TO YOU EDUCATION IS WORKING

Our thanks to you, the businesses, industries, and agencies who have cooperated in the Experience-Based Career Education Program at J.L. Mann, Eastside, and Wade Hampton High Schools. Because of your involvement, well over 350 Greenville students have been provided the opportunity to learn while working in career areas of their own choosing.

The co-venture of developing an educational program which draws school and community closer together has been rewarding to the EBCE staff. We believe that, with your input and cooperation, EBCE has evolved into a program meaningful to student participants and feasible in our county school system. We hope you share this belief, because only with your support could we have successfully demonstrated that "Education is Working."

AAA World Travel Agency
Addressograph Multigraph, Inc.
Alpers, Dr. Richard, DDS
Alvin Smith Truck Body Sales and Manufacture
American Monorail, Inc.
Anderson Auto Parts
Appalachian Council of Governments
Arnold Opticians
Bache, Holsey, Stuart, Shields, and Company
Beck Middle School
Belks Department Store, Downtown and McAlister Square
Bigelow-Sanford, Inc.
Bond Transmission and Controls, Inc.
Brushy Creek Elementary School
Burger King, Pleasantburg Drive
Chandler, Dr. Jack, Pediatrician
Children's Medical Center
Circuit Solicitor's Office
Citizens and Southern National Bank
Community Planning Council
Cothran, Sims, Barker, Inc.
Dan River, Inc.
Daniel International Corp.
Emergency Assistance Program
Fairway Ford
Family Counseling Services
Fidelity Federal Savings and Loan Association
Fun Craft
Furman University
Givens Youth Correctional Center
Golden Strip Vocational Center
Goudelock Advertising Agency, Inc.
Gower Center School
Greenville Aviation Corp.
Greenville, City of
Greenville, County of
Greenville County Court System
Greenville Dental Laboratory
Greenville Hospital System
General Hospital
Memorial Hospital
Outpatient Clinic
Roger C. Peace Institute of Rehabilitation
Greenville Middle School
Greenville News-Piedmont
Greenville Planning Commission
Greenville Racquet Club
Greenville Urban League
Greenville Urban Ministries
Harrison Electrical Constructors, Inc.
Health Department, Greenville Co.
Henderson Advertising Co., Inc.
Hill, Dr. Willie, DDS
Hillcrest Middle School
Holiday Inn, Mauldin Rd. and Pleasantburg Drive
Hollis Elementary School/Bilingual Program
Honeywell, Inc.
Howard, J.W. Attorney
International Business Machines (IBM)
Jervey, Dr. E.D., Opthalmologist
Joan Gaulden Interiors
John Theodore Accounting Services
Joyner, C. Dan and Company
Keys Printing Company
League Middle School
Leatherwood, Walker, Todd, & Mann, Attorneys
Legal Services
Leslie Advertising Company
Liberty Life Insurance Company
Litho Services
Loebe, Rhoades, Hornblower & Co.
Lookin' Good Hair Design
Loom Products Corporation
Manpower (CETA)
Mann High School, J.L.
Marshall & Williams Co., Inc.
Metropolitan Arts Council
Midas Muffler Shop
Mini-Skool, Ltd.
Mitchell & Joe, Attorneys
Mitchell Road Elementary School
Montessori School
Morrison's Cafeteria, McAlister & Greenville Malls
Museum of Art, Greenville Co.
Neal Architecture, Inc.
Nicholtown Center School
Northwood Middle School
Orders Tile Company
Paris Mountain State Park
Pathology Associates of Greenville
Peace Dental Laboratory
Pendleton Place
Phillips Fiber Corporation
Phillis Wheatley Center
Pleasantburg Animal Hospital
Po' Folks, Pleasantburg Drive
Police Department, City of Greenville
Police Service Bureau
Printmasters, Inc.
Public Defender's Office, Greenville County
Ryder Truck Rentals
Sam Wyche Sports World
Sara Collins Elementary School
School District of Greenville County, Central Offices
Senior Action, Inc.
Sheriff's Department, Greenville County
Shriners Hospital
Sirrine Company, J.E.
S.C. Commission of Forestry
S.C. Department of Health and Environmental Control
S.C. Soil & Water Conservation District
South Pleasantburg Nursery
Southeastern Kusan, Inc.
Southern Bank Computer Center
Snelling & Snelling, University Ridge
Star-Astro Bowling Center
Strickland, Dr. Roy, DDS
Tarleton-Tankersley Architectural Group
Taylors Animal Hospital
Underwood Brothers Nursery
Union Carbide Corporation
U.S. Life Credit Corporation
U.S. Packaging Corporation
Vince Perone's Restaurants
Wade Hampton Elementary School
Washington Center School
Wells, Dr. Joseph A., Orthodontist
WESC - Radio
WFBC - Radio & TV
WGGS - TV
WQOK - Radio
White's Department Store, J.B.
William Key Interiors
Woven Electronics, Inc.
Wyche, Burgess, Freeman & Parham, Attorneys
YMCA

It was interesting to see how the banking system works. I watched the tellers. It was a Monday and the first of the month, so they were real busy. Tellers deal with people and their money. Each teller has his own station which includes a computer.

...Peter Norman, Mann

I talked with one man who had been brought in for attempted suicide. He was depressed and lonely and told me about many events in his life to this point. He was of middle-class background with some college, but had had many problems. He will be starting treatment at Marshall Pickens soon.

...Chuck Barrett, Mann

I visited Underwood Brothers Nursery to learn about landscaping. I arranged some plants in beds and began to mulch them to cut down on watering. Mulching keeps the soil moist. Then I went out on a job with the landscaper. We talked about college courses, plants and such.

...Bobby Hunter, Eastside

During Crime Prevention Week, I went to McAlister Square with two reporters to set up for a news spot. I helped set up the equipment and one of the police officers was interviewed.

...Mike Gover, Wade Hampton

Employees at the Art Museum are wrapped up in their work. The director puts in 15 hours a day, 6 or 7 days a week. All the employees are involved; their jobs come first in their lives. All are talented and benefit from and enjoy each other.

...Fenn Clarke, Wade Hampton

While on patrol, we investigated a house break-in. We obtained information from the neighbors and took an inventory of what was missing. The officer told me that there is plenty of paperwork in police work and all of a sudden you can get tired of paperwork. I have been a[sked] to join the cadet force of the Sheriff's Department.

...Joe White, Wade Hampton

The students in my favorite class come in ready to work. I gave out two spelling tests after grading and recording. Then I read aloud a chapter from "My Lady." The students really made my day.

...Sonya Jarvis, Mann

The teacher loves her students but they respect her authority. I will participate, demonstrate, start races, keep times, and measure jumps in physical education classes. I am going to learn and enjoy it at the same time.

...Mary Lou Jordan, Eastside

An invitation

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